STATE UNIVERSITY SYSTEM of FLORIDA

Board of Governors

Agenda and Meeting Materials
November 9-10, 2011

Premier Club Level
FAU Stadium
Florida Atlantic University
777 Glades Road
Boca Raton, Florida 33431

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STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

***** REVISED *****

ACTIVITIES
BOARD OF GOVERNORS MEETINGS

Premier Club, Level 3, FAU Stadium
Florida Atlantic University
777 Glades Road
Boca Raton, Florida 33431
November 9-10, 2011

By Telephone Conference Call
Dial-in Number: 888-808-6959; Conference Code: 850-2450

Wednesday, November 9, 2011

11:00 – 12:00 p.m. **Academic and Student Affairs Committee**
Chair: Ms. Ann W. Duncan; Vice Chair: Mr. Michael Long
Members: Frost, Marshall, Martin, Robinson, Stavros, Yost

12:00 – 1:30 p.m. **Budget and Finance Committee**
Chair: Mr. Tico Perez; Vice Chair: Mr. Dick Beard
Members: Duncan, Hosseini, Long, Marshall, Rood, Tripp

1:30 – 2:00 p.m. **Facilities Committee**
Chair: Mr. Dick Beard; Vice Chair: Mr. Dean Colson
Members: Martin, Perez, Stavros, Temple, Yost

2:00 – 3:30 p.m. **Strategic Planning Committee**
Chair: Mr. Frank T. Martin; Vice Chair: Mr. John D. Rood
Members: Colson, Frost, Hosseini, Perez, Yost

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3:30 – 5:00 p.m. **Board of Governors – Regular Meeting**
Chair: Ms. Ava L. Parker; Vice Chair: Mr. Dean Colson
All Board members

5:30 – 6:30 p.m. **Welcome Reception, hosted by FAU**
Priority Deck, Level 2, FAU Stadium

Thursday, November 10, 2011

8:30 – 11:00 a.m. **Board of Governors – Regular Meeting Continues**
Chair: Ms. Ava L. Parker; Vice Chair: Mr. Dean Colson
All Board members

11:00 – 11:15 a.m. **Board of Governors Foundation, Inc. – Regular Meeting**
Chair: Ms. Ava L. Parker; Vice Chair: Mr. Dean Colson
All Board members

12:00 p.m. **Lunch will be provided.**

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CONSTITUTION
OF THE
STATE OF FLORIDA

AS REVISED IN 1968 AND SUBSEQUENTLY AMENDED

ARTICLE IX

EDUCATION

SECTION 7. State University System.--

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

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

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

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

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

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STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

AGENDA
Academic and Student Affairs Committee
Premier Club Level
FAU Stadium
Florida Atlantic University
Boca Raton, Florida
November 09, 2011
12:00 p.m. – 1:00 p.m.

Chair: Ann Duncan; Vice-Chair: Michael Long
Members: Frost, Marshall, Martin, Robinson, Stavros, Yost

1.	**Call to Order and Opening Remarks**	**Governor Ann Duncan**
2.	**Committee Minutes from September 15, 2011**	**Governor Duncan**
3.	**Academic Program Items**	**Governor Duncan**

a. B.S in Exceptional Student Education (CIP 13.1001), University of West Florida to exceed 120 credit hours to degree

b. B.S. in Elementary Education (CIP 13.1202), University of West Florida to exceed 120 credit hours to degree

c. B.A. Liberal Arts (CIP 24.0199), New College of Florida to exceed 120 credit hours to degree

d. Ph.D. in Environmental Engineering (CIP 14.1401), University of South Florida — **University Staff**

e. Ph.D. in Biomedical Sciences (CIP 26.0102), Florida International University — **University Staff**

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4.	**Public Notice to Amend Regulation 6.018 Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities**	**Governor Duncan**
5.	**Public Notice to Amend Regulation 8.016 Academic Learning Compacts, with Presentation**	**Dr. R. E. LeMon** *Associate Vice Chancellor*
6.	**Student Affairs Updates**	
	a. Council of Student Affairs	**Dr. Maribeth Ehasz** *Chair, SUS Council for Student Affairs*
	b. Florida Student Association	**Governor Michael Long**
7.	**Update – Academic Program Coordination Project**	**Governor Duncan**
8.	**Update - Adult Degree Completion Pilot**	**Governor Duncan**
9.	**Closing Remarks**	**Governor Duncan**

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 9, 2011

SUBJECT: Minutes of Meeting held September 15, 2011

PROPOSED COMMITTEE ACTION

Approval of minutes of the meeting held on September 15, 2011, at Florida International University.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not Applicable

BACKGROUND INFORMATION

Board members will review and approve the minutes of the meeting held on September 15, 2011, at Florida International University.

Supporting Documentation Included: Minutes: September 15, 2011

Facilitators/Presenters: Governor Ann Duncan

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MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
GRAHAM CENTER, MODESTO A. MAIDIQUE CAMPUS
FLORIDA INTERNATIONAL UNIVERSITY
MIAMI, FLORIDA
SEPTEMBER 15, 2011

Chairperson Ann Duncan convened the Board of Governors Academic and Student Affairs Committee meeting at 8:30 a.m., September 15, 2011, in the Gibbons Alumni Center on the University of South Florida campus. The following committee members were present: Vice Chair Michael Long, Patricia Frost, Frank Martin, Gus Stavros, Commissioner Gerard Robinson, and Rick Yost. Governor Stanley Marshall was absent.

1. Minutes of Prior Meeting

Chair Duncan asked for a motion to approve the June 23, 2011 meeting minutes as presented. The motion was seconded, and members of the Committee concurred.

2. Academic Program Items

a) Remove Limited Access for the Bachelor of Science in Geomatics (University of Florida)

Chair Duncan summarized the proposed status change for the UF BS in Geomatics program and explained that the program had been moved to the College of Agricultural and Life Sciences with no intention of remaining limited access. The request was not made at the time of the program's movement. Approval would mean the program would no longer need to file annual reports on limited access status. Chair Duncan asked for a motion to approve which was made and seconded. The motion carried unanimously.

b) Bachelor of Science in Biomedical Engineering (University of Florida)

i. Request to Exceed 120 Credit Hours

Chair Duncan explained that the University of Florida was asking that the BS in Biomedical Engineering be approved to exceed 120 credit hours in order to accommodate the necessary curriculum and to meet the Accreditation Board for Engineering & Technology requirements. Chair Duncan informed the committee that all

existing similar programs in the State University System have been approved to exceed 120 credit hours with the exception of the Geomatics program at Florida Atlantic University. Chair Duncan asked for a motion to approve which was made and seconded. The motion carried unanimously.

ii. Request for Limited Access Status

Chair Duncan summarized the UF request for Limited Access status and said that the proposed change is needed as the program is in high demand and operates with limited faculty and instructional facilities. In order to maintain quality standards, limiting enrollment to 70 students by 2015 was proposed. Chair Duncan asked for a motion of approval which was made and seconded. The motion carried unanimously.

3. Public Notice of Intent to Amend Board of Governors Regulation 6.018

This agenda item was deferred until the November committee meeting on the advice of the General Counsel in order to provide further clarification on the proposed amendments.

4. Adult Degree Completion Initiative

Chair Duncan introduced this presentation and expressed her ongoing interest in making adult degree completion a priority in the SUS. There are a significant number of former state university students who earned 60 to 90 credit hours or more, but that have yet to obtain a degree. Chair Duncan further explained that initiatives exist in other states and nationally to encourage adult degree completion. Chair Duncan asked university representatives Dr. Pamela Northrup (UWF) and Dr. Kathleen Moore (USF) to speak on this proposed initiative.

Dr. Moore told the committee about USF's Osher Reentry Scholar program which provides scholarships to students over the age of 25 who have completed most of the college degree and are now returning to the university. Dr. Moore summarized the one-page handout on the topic which illustrates statistics on jobs requiring bachelor's degrees, adults holding bachelor's degrees, and bachelor degree holder's having lower unemployment rates and higher pay grades. Dr. Moore listed the fastest growing occupations in Florida and explained that the initiative would help students with existing college credit reenroll to obtain degrees related to high need occupations. This particular initiative would target students with at least 60 hours of college credit and one component would be an assessment of prior learning (including non-classroom experiences, equivalency testing credit, etc.). The fundamental basis of the program would be a cooperative program agreement in which any State University System institution can participate. This program would include an informative web portal and

support services designed to facilitate the movement of adult learners through degree completion (orientation courses, study strategies, online learning resources, etc.).

Dr. Moore stressed the need for innovation in accelerated courses, flexible course time, and funding options. Dr. Moore said that the program is in its early development, but asserted that institutions can participate by creating appropriate curriculum programs and offering concentrations that can fit in other existing programs. The Florida Distance Learning Consortium is an important available resource as well as FACTS.org. Dr. Moore said the areas still needing attention were advocacy, marketing, the capability for prior learning assessment, and enhanced academic and student services. No information on cost had been developed.

Chair Duncan thanked both Dr. Moore and Dr. Northrup for their work on this initiative and asked for questions. Commissioner Robinson mentioned a similar program for community colleges in Virginia that secured funding through the Lumina Foundation, then applauded the work on the initiative and offered the suggestions of the Lumina Foundation and the Gates Foundation as possible sources of funding. USF President Genshaft mentioned this initiative will be helpful for veterans in need of assessment of their practical military experience in order to count for credit. UWF President Bense explained that her institution had been approached numerous times by professionals looking for ways to finish their degrees and how helpful this initiative will be in enabling these students to complete degrees. Chair Duncan requested a more refined business plan in November and added her hope for a program to be in place in the SUS by next summer or fall. A motion was made that asked the team that is working on the initiative to prepare the business plan mentioned earlier. The motion carried unanimously.

5. <u>Student Affairs Update</u>

Chair Duncan invited Dr. Maribeth Ehasz, Chair of the SUS Council for Student Affairs, to present an update on the council's recent SUS workshop.

Dr. Ehasz talked about the Health Insurance Consortium which involves five SUS institutions and said that the current broker has agreed to facilitate a standing SUS consortium workgroup that FGCU Vice President Mike Rollo has agreed to chair the SUS group. She then spoke on the completion of an assessment of student behavioral interventions and threat assessment practices based on the last meeting's discussion, the details of which will be shared in November. As this was the third week of fall term, Dr. Ehasz mentioned the successes of convocations and unfortunate tragedies already experienced by three institutions. She then lauded new initiatives existing at schools like Florida State University, University of Central Florida, and University of Florida to address existing risks. Dr. Ehasz informed the committee that student housing at all SUS institutions was full.

Chair Duncan asked if there were any questions for Dr. Ehasz. She then asked Committee Vice Chair Michael Long to present on the Florida Student Association.

Vice Chair Long briefed the committee on the FSA's approaching trip to DC for the purpose of lobbying for the needs of Florida's SUS. The FSA will introduce a new need-based scholarship in January. Vice Chair Long applauded Dean Colson for asking Board members to listen to student government presentations and mentioned the FSA legislative agenda is in line with the Board's legislative agenda.

Chair Duncan then updated the committee on the following: the SUS currently has a headcount of 9,400 enrolled student veterans, 34% of which are enrolled in science & engineering programs; the Board reached an agreement with the Marine Corps Installations East to implement the Leadership Scholar Program with the support of university participation and the first enrollments in the program should be expected next year; Provost Wilcox continues to work on the academic coordination issue; and lastly, Florida is hosting a STEM Summit 2 in Tampa later in September where Chancellor Brogan will be a key speaker.

6. <u>Adjournment</u>

Chair Duncan thanked the Committee for their work and having no further business adjourned the meeting at 9:10 a.m.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 9, 2011

SUBJECT: Bachelor of Science in Exceptional Student Education, Specialization - Student/Elementary Education/ESOL/Reading at the University of West Florida to exceed 120 credit hours to degree

PROPOSED BOARD ACTION

Consider for Approval the Bachelor of Science in Exceptional Student Education, Specialization Student/Elementary Education/ESOL/Reading (CIP 13.1001) at the University of West Florida to exceed 120 credit hours to degree

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Subsection 1007.25 (8), Florida Statutes; Board of Governors Regulation 8.014

BACKGROUND INFORMATION

The University of West Florida (UWF) is seeking approval for its Bachelor of Science in Exceptional Student Education, Specialization Student/Elementary Education/ESOL/Reading to exceed 120 credit hours to degree in order to meet Department of Education and National Council for Accreditation of Teacher Education (NCATE) accreditation requirements for teacher education programs. The increase in credit hours is due to the curriculum requirements which call for 36 semester hours of General Studies, 9 semester hours of Statewide Common Prerequisites, 6 semester hours of coursework in an international or diversity focus, 9 semester hours of coursework to fulfill state lower level course requirements, and 72 semester hours in the major field of study including student teaching.

The UWF Board of Trustees approved the program to exceed 120 credit hours to degree on June 7, 2011. If the request is approved by the Board of Governors, UWF will implement the request effective immediately.

Supporting Documentation Included: University of West Florida Request

Facilitators/Presenters: Governor Ann Duncan
UWF Representatives

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Office of the Provost
11000 University Parkway
Pensacola, FL 32514-5750

MEMORANDUM
October 10, 2011

TO: R. E. LeMon, Associate Vice Chancellor
Academic and Student Affairs, SUS-BOG

FROM: Chula King, Provost

SUBJECT: **Requests to Exceed 120 Credit Hours to Degree:**
(a) Exceptional Student Education (CIP 13.1001), Specialization - Exceptional Student/Elementary Education/ESOL/Reading
(b) Elementary Education (CIP 13.1202), Specialization – Elementary Education/ESOL/Reading

During the review process pursuant to the Florida Department of Education (DOE) and National Council for Accreditation of Teacher Education (NCATE) visits, it was discovered that the necessary approvals for credits-to-degree in excess of 120 semester hours for the Exceptional Student/Elementary Education/ ESOL/Reading Specialization and the Elementary Education/ESOL/Reading Specialization had not been obtained from the Board of Trustees or the Board of Governors.

At its June 7, 2011, meeting the University of West Florida, Board of Trustees approved Requests to Exceed 120 Credit Hours to Degree in the following specializations:

(a) Exceptional Student Education (CIP 13.1001), Specialization – Exceptional Student/Elementary Education/ESOL/Reading

As currently configured and approved by the Florida Department of Education, this specialization requires completion of 36 semester hours of General Studies, 9 semester hours of Statewide Common Prerequisites, 6 semester hours of coursework with an international or diversity focus, 9 semester hours of course work to fulfill state lower level course requirements and 72 semester hours of coursework in the major field of study including student teaching. A total of 132 semester hours is required for the degree. The Exceptional Student Education/ESOL/Reading Specialization prepares students not only for the exceptional student classroom, but also for the elementary classroom.

Phone 850.474.2035 Fax 850.474.3131
Web uwf.edu

Following an intensive review of the required coursework along with DOE and NCATE requirements, the faculty determined that it is not possible to reduce the course requirements and still produce a highly-qualified graduate. In addition, graduates from this program will help fill a critical need Area of Programmatic Strategic Emphasis as defined by the Board of Governors.

This request does not affect the Exceptional Student Education – Educational Studies Specialization which requires 120 semester hours. This specialization, however, is not DOE approved and does not lead to teacher certification in the State of Florida.

(b) Elementary Education (CIP 13.1202), Specialization – Elementary Education/ESOL/Reading

As currently configured and approved by the Florida Department of Education, this specialization requires completion of 36 semester hours of General Studies, 9 semester hours of Statewide Common Prerequisites, 6 semester hours of coursework with an international or diversity focus, 9 semester hours of course work to fulfill state lower level course requirements and 68 semester hours of coursework in the major field of study including student teaching. A total of 128 semester hours is required for the degree.

Following an intensive review of the required coursework along with DOE and NCATE requirements, the faculty determined that it was not possible to reduce the course requirements while still producing a high qualified graduate.

This request does not affect the Elementary Education – Educational Studies Specialization which requires 120 semester hours. This specialization, however, is not DOE approved and does not lead to teacher certification in the State of Florida.

The supporting documents are attached for each request. Please let me know if additional information is needed.

Attachments (6):

1. Exceptional Student/Elementary Education/ESOL/Reading – BOT Action Item
2. Exceptional Student/Elementary Education/ESOL/Reading – Common Prerequisites Manual for CIP 13.1001
3. Exceptional Student/Elementary Education/ESOL/Reading –2011-2012 UWF Curriculum Change Request (CCR) 08083M
4. Elementary Education/ESOL/Reading – BOT Action Item

5. Elementary Education/ESOL/Reading – Common Prerequisites Manual for CIP 13.1202
6. Elementary Education/ESOL/Reading – 2011-2012 UWF Curriculum Change Request (CCR) 08023F

cc: Richard Stevens, Director, Academic and Student Affairs, SUS-BOG
Judith Bense, President, UWF
Robert 'Bob' Jones, Chairman, Board of Trustees, Academic and Student Affairs Committee, UWF
George Ellenberg, Vice Provost, UWF
Susan McKinnon, Associate Vice President, UWF
Pamela Northrup, Interim Dean, College of Professional Studies, UWF
William 'Bill' Evans, Director, School of Education, UWF

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 9, 2011

SUBJECT: Bachelor of Science in Elementary Education, Specialization - Elementary Education/ESOL/Reading at the University of West Florida to exceed 120 credit hours to degree

PROPOSED BOARD ACTION

Consider for Approval the Bachelor of Science in Elementary Education, Specialization - Elementary Education/ESOL/Reading (CIP 13.1202) at the University of West Florida to exceed 120 credit hours to degree

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Subsection 1007.25 (8), Florida Statutes; Board of Governors Regulation 8.014

BACKGROUND INFORMATION

The University of West Florida (UWF) is seeking approval for its Bachelor of Science in Elementary Education, Specialization - Elementary Education/ESOL/Reading to exceed 120 credit hours to degree in order to meet Department of Education and National Council for Accreditation of Teacher Education (NCATE) accreditation requirements for teacher education programs. The increase in credit hours is due to the curriculum requirements which call for 36 semester hours of General Studies, 9 semester hours of Statewide Common Prerequisites, 6 semester hours of coursework in an international or diversity focus, 9 semester hours of coursework to fulfill state lower level course requirements, and 68 semester hours in the major field of study including student teaching.

The UWF Board of Trustees approved the program to exceed 120 credit hours to degree on June 7, 2011. If the request is approved by the Board of Governors, UWF will implement the request effective immediately.

Supporting Documentation Included:	University of West Florida Request (with Agenda Item 3 a)
Facilitators/Presenters:	Governor Ann Duncan UWF Representatives

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 9, 2011

SUBJECT: Bachelor of Arts in Liberal Arts and Sciences at the New College of Florida to exceed 120 credit hours to degree

PROPOSED BOARD ACTION

Consider for Approval the Bachelor of Arts in Liberal Arts and Sciences (CIP 24.0199) at New College of Florida to exceed 120 credit hours to degree

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution, Subsection 1007.25 (8), Florida Statutes; Board of Governors Regulation 8.014

BACKGROUND INFORMATION

New College of Florida (NCF) offers only one degree program with concentrations available in various arts and sciences disciplines. The program is a rigorous honors program which includes innovative pedagogy, narrative evaluations, undergraduate senior thesis, and a baccalaureate exam. The foundation of a student's degree program is individualized study which utilizes contracts and Independent Study Projects. Credit hour equivalencies equally 124 credit hours have been in place since 1975 and serve as the basis for calculating tuition and transfer credit. Approving the program to exceed 120 credit hours to degree provides a level of definitive documentation, especially when working with Florida Prepaid representatives as well as NCF students and their parents regarding degree requirements.

Approval of the Request to Exceed 120 Credit Hours to Degree program is scheduled to be considered by the NCF University Board of Trustees on November 4, 2011. If the request is approved, it will be brought forward for consideration by the Board of Governors at the November meeting. Pending approval, NCF will implement the request effective immediately.

Supporting Documentation Included: NCF Request

Facilitators/Presenters: Governor Ann Duncan

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New College
THE HONORS COLLEGE of Florida

Office of the Provost and Vice President for Academic Affairs

September 30, 2011

TO: Board of Governors

FROM: Stephen Miles, Provost, New College of Florida

RE: Bachelor of Arts at New College of Florida

The Bachelor of Arts degree at New College requires the completion of the equivalent of a minimum of 124 Credit Hours. New College of Florida is a rigorous honors program which includes individualized study, innovative pedagogy, narrative evaluations, undergraduate senior thesis, and a baccalaureate exam.

New College requests an exception to the 120 credit hour to degree regulation for this degree. Rule 8.014 (1) c. states that programs with these features may be approved for greater than 120 credit hours.

5800 Bay Shore Road | Sarasota, Florida 34243-2109 | 941-487-4200 | Fax: 941-487-4200

New College Program Requirements

The requirements for the New College of Florida Bachelor of Arts degree are:

- Seven satisfactory semester contracts
- Satisfactory completion of the Liberal Arts Curriculum requirements (General Education), including: study in a broad range of subjects; basic proficiency in information technology, mathematics, and English language; and advanced proficiency in written and oral English language
- The satisfactory completion of 31 units (a unit being equivalent to a full semester course or ISP)
- Three satisfactory Independent Study Projects (ISPs)
- A satisfactory senior project or thesis
- A satisfactory baccalaureate examination (usually in the form of an oral defense of the senior project)
- Meeting the coursework and project requirements of an Area of Concentration (Major), as specified in the General Catalog

Unique Nature of New College Academic Program:

Students make progress toward graduation by satisfactorily completing semester contracts and independent study projects. Students do not earn grades instead they receive narrative evaluations of their academic work. Students do not accumulate credit hours.

Narrative Evaluation

For every course or project a student undertakes for transcript entry or as part of requirements towards graduation (the Senior Thesis, the Baccalaureate Examination) the student will receive a narrative evaluation. The written evaluation should include: a brief description of the course, tutorial, or independent work; a summary evaluation of the work; and a designation of the student's performance as "satisfactory," "unsatisfactory," or "incomplete." Incomplete evaluations must specify a deadline for completion.

The Contract

The contract system is the heart of the New College educational program. At the beginning of each semester, each student works out a program of study for the semester with his or her faculty sponsor, who is chosen by the student and who agrees to sponsor the student. The contract, drawn up jointly by the student and sponsor, includes: a statement of educational objectives; a list of courses, tutorials, and other academic undertakings to be taken, totaling at least three units (a unit being equivalent to a full semester course) for transcript entry; a description of otherwise undefined projects to be undertaken; and a statement of criteria (e.g., number of satisfactory course evaluations) to be met in order that the contract be certified as satisfactory at the end of the semester

The Independent Study Project

The ISP requirement addresses four educational objectives:

- to help students learn to conduct independent research

- to supplement the curriculum and to encourage off-campus study
- to provide an opportunity for non-traditional, innovative, experiential learning projects, and
- to allow a time for intensive involvement with one subject or activity.

A student chooses a topic in consultation with a faculty member who agrees to become the ISP sponsor. Projects may be carefully defined at the beginning, or left open-ended and exploratory. The content and demands should be roughly equivalent to that of a term-length tutorial. A full-time, four-week academic activity, usually completed during the January Interterm, three ISPs are required for graduation. A student may register for a fourth ISP.

Senior Thesis or Project

Students in their final year at New College are required to complete a senior thesis or project. Each New College graduate is expected to possess strong writing skills, and the completed project should satisfactorily demonstrate his or her ability to express ideas and information in writing. It also provides the basis for the oral baccalaureate examination. Work on the senior thesis/project is normally spread over the last two semesters before graduation and is normally included in those contracts. The sponsor must submit a formal written evaluation of the thesis/project. Each senior project shall be accompanied by an abstract or, where appropriate, a brief description, of approximately 200 words. The abstract or description shall be considered as an integral part of the thesis or project.

Baccalaureate Examination

The faculty has agreed on the following description of the baccalaureate examination: "The baccalaureate examination is logically the final requirement for graduation, coming normally in the final term and presupposing the completion of the senior thesis/project and the substantial completion of the area of concentration. The faculty as a whole will make the final certification that all requirements for graduation have been met. The examination represents the collegial responsibility of the faculty that no student may graduate until the quality of his/her educational achievement has been closely examined and approved by three faculty members. Each New College graduate is expected to possess strong oral communication skills. Therefore, a student's ability to express ideas and information orally is assessed as part of the baccalaureate examination evaluation process."

The baccalaureate examination usually includes a defense of the thesis or project, an examination in the area of concentration, and an examination of the student's education in general. A student's senior thesis/project committee, which is also the Baccalaureate Committee, is generally understood to include a senior thesis sponsor and at least two other faculty members, all of whom have signed the Thesis Prospectus/Area of Concentration form on file in the Office of the Registrar.

How the New College Academic Program Aligns with Credit Hours

1 unit = 4 semester hour equivalents

New College is the Honors College for the State of Florida and instructors have high expectations for student outcomes. Established performance norms are also high. Each New College Independent Study Project, and each semester-long course, tutorial, and Independent Reading Project is assigned 1 unit. For a modular (half semester) educational activity, ½ unit is assigned.

1 semester contract is equivalent to 16 semester hours

1 Independent Study Project is equivalent to 4 semester hours

Minimum Requirements for a New College Bachelor of Arts Degree are:

7 contracts @ 16 semester hours equivalent each = 112 semester hour equivalent

3 ISPs @ 4 semester hours equivalent each = 12 semester hour equivalent

Why does New College need this exception?

The New College academic program and the credit hour equivalencies described above have been in place since we joined the SUS as a college of the University of South Florida in 1975. These credit hours equivalencies have also been the basis for calculating tuition and transfer credit since 1975. They accurately represent the level of academic effort required to receive a Bachelor of Arts degree in the unique honors undergraduate program at New College. These New College practices preceded adoption of Rule 8.014 in 2007. Confirming the minimum requirement of 124 credit hours in addition to Rule 8.014 provides another level of definitive documentation, especially when working with Florida Prepaid representatives as well as NCF students and their parents regarding degree requirements in excess of 120 hours. Reducing the credit hour equivalency to 120 credit hours would significantly disrupt our academic program, our financial aid agreements, and transfer credit policy.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 9, 2011

SUBJECT: Ph.D. in Environmental Engineering (CIP 14.1401) at the University of South Florida

PROPOSED COMMITTEE ACTION

Consider approval of the Doctor of Philosophy (Ph.D.) in Environmental Engineering at the University of South Florida, CIP Code 14.1401.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

The University of South Florida (USF) is proposing to offer a Ph.D. degree program in Environmental Engineering. This program will replace the current Environmental Engineering track offered within the Ph.D. in Civil Engineering, making it a stand-alone degree program. The primary goal of the proposed program is to allow students to perform specialized training and research, with the ability to practice and report original and significant environmental engineering research. This Ph.D. program will enable Florida to advance, via research and creation of new information and technology, a knowledge-based economy to manage the environmental stresses on its water, land, and air resources impacting social and economic opportunities for current and future generations.

The total minimum credits required is 48 and 78 for students with and without a Master's degree, respectively. The USF environmental engineering graduate program is currently well integrated with other USF colleges for research. Enrollment is estimated to start at 30 students and stabilize at 40. Documentation of communication with FAMU, UCF, and UF confirm the lack of overlap with their engineering programs. Eight faculty members are currently employed in the department.

The USF Board of Trustees approved the program on September 2, 2011. If approved by the Board of Governors, USF will implement the program in Spring 2012.

Supporting Documentation Included: Staff Analysis and Program Proposal

Facilitators/Presenters: USF Representatives

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BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
NEW DOCTORAL DEGREE PROPOSAL STAFF ANALYSIS

Program: Ph.D. in Environmental Engineering
CIP Code: 14.1401
Institution: University of South Florida
Proposed Implementation Date: Spring 2012
Staffed By: Marion Merzer
Initial Review Date: 9/6/2011 **Last Update: 9/23/11**

Estimated Costs:

	Total	% & $ Current Reallocated	% & $ New Recurring	% & $ New Non-Recurring	% & $ C&G	Cost per FTE	SUS 09-10 Average Cost per FTE
Year 1	$579,767	22% $129,767	0% $0	0% $0	78% $450,000	$5,767	$23,267 14 CIP
Year 5	$735,456	19% $141,456	0% $0	0% $0	81% $594,000	$4,795	

Projected FTE and Headcount are:

	Student Headcount	Student FTE
First Year	30	22.5
Second Year	30	22.5
Third Year	35	26.25
Fourth Year	35	26.25
Fifth Year	40	29.5

On March 29, 2007, the Florida Board of Governors approved BOG Regulation 8.011, which sets forth criteria for implementation and authorization of new doctorates by the Board of Governors, as well as criteria for implementation and authorization of Bachelor's, Master's and Specialist degrees by Boards of Trustees. The following staff analysis is an assessment of how well the university meets BOG Accountability and Readiness criteria for implementation of this degree program.

Proposal Page Numbers:

INTRODUCTION		ACCOUNTABILITY		READINESS				
Program Description	**System Analysis**	**Overall**	**Budget**	**Mission and Strength**	**Program Quality**	**Curriculum**	**Faculty**	**Resources**
2	3	3	10	13	17	18	25	28

A. Program Description:

The University of South Florida (USF) is proposing to offer a PhD degree program in Environmental Engineering. This new program will replace the current Environmental Engineering track offered within the PhD in Civil Engineering, making it a specific stand alone degree program.

According to the USF proposal, the primary goal of the PhD Environmental Engineering program is to allow students to perform specialized training and research, resulting in a degree that recognizes the student's scholarly competence and ability to practice and conduct and report original and significant environmental engineering research. USF proposes that this PhD program will serve the state's need by enabling Florida to advance, via research and creation of new information and technology, a knowledge-based economy to manage the many environmental stressors on its water, land, and air resources which impacts social and economic opportunities for current and future generations.

The total minimum credits required for a student with a Master's degree is 48 credits and the total minimum credits required for a student without a Master's degree is 78 credits. PhD students may work in one or more of the following specialty areas: 1) Water Quality Engineering, 2) Air Quality Engineering, 3) Fate and Transport of Contaminants in the Environment, 4) Waste Management, 5) Sustainable Design and Sustainable Engineering and, 6) Environmental Biotechnology Applied to Environmental Problems.

B. System-Level Analysis and Evaluation in accordance with BOG Regulation 8.011:

The PhD in Environmental Engineering program meets the economic development goals of the SUS Strategic Plan with its focus on Healthy Communities; Research and Innovation; Integrated Interdisciplinary Inquiry; and Community Engagement. The program directly supports the following goals: 1) access to and production of degrees; 2) meet statewide professional and workforce needs, 3) building world-class academic programs and research capacity, and, 4) meeting community needs and fulfilling unique institutional responsibilities. USF proposes that this program will help meet the needs of Florida communities because by definition, environmental engineering is that branch of engineering concerned with the application of scientific and engineering principles for: 1) protection of human populations from the effects of adverse environmental factors; and, 2) protection of environments, both local and global from the potentially deleterious effects of natural and human activities; and improvement of environmental quality.

Reported in the proposal and confirmed by staff review, ***CNNMoney.com*** reported in 2010 that environmental engineering was the 5th best job available (out of 100 ranked). They wrote, "An undergraduate degree in any engineering specialty can be enough, and a state license is not always required. But you'll fare better with a graduate degree in environmental engineering." The proposal cites several sources as evidence that Florida (and the Nation) is in need of graduate level environmental engineering students. The proposal quotes Engineering News Record (ENR) (www.enr.com) as reporting that the environmental engineering design market

now exceeds $30 billion in annual revenue and all of the top 15 companies on the ENR list of design firms have offices in Florida.

A staff review of the Bureau of Labor Statistics Occupational Employment Statistics, Employment and Wages, May 2010 report confirmed the proposal's findings. BLS reported that Florida is second in states with the highest employment level for Environmental Engineers. In the same report, Northeast Florida region is listed as the second highest nonmetropolitan area in the country in employment in this occupation, and Northwest Florida is listed as 5th highest. The U.S. Bureau of Labor predicts that environmental engineers are expected to have employment growth of 31 percent between now and 2018, one of the highest growth of all engineering disciplines and much faster than the average for all occupations. The proposal reports that *Empower Me Magazine* (May 10, 2010) listed environmental engineering as one of five of "the hottest green, environmental and infrastructure jobs for the next ten years" and includes it in the 30 fastest growing occupations for the decade of 2008-2018.

Florida is an ideal location for the work of Environmental Engineers. The lead state agency for environmental management and stewardship, the Florida Department of Environmental Protection (FDEP) is responsible for protecting our air, water and land. Research confirmed that the FDEP initiates and manages many projects and research studies in the areas of water, wastewater, air, brown field redevelopment, and waste management, which would employ Environmental Engineers. One major project currently for the FDEP, together with the South Florida Water Management District, is implementing the 30-year, $10.9 billion Comprehensive Everglades Restoration Plan (CERP), which covers 16 counties over an 18,000 square mile area (http://www.dep.state.fl.us/mainpage/about/about_dep.htm). The FDEP is involved with numerous projects in environmental conservation, sustainability or restoration, and partners with other agencies including the Department of Community Affairs, the Department of Business and Professional Regulation, the Department of Financial Services, the Board of Governors, Department of State, Department of Transportation and several of the state universities and municipal governments (Long Range Program Plan, http://floridafiscalportal.state.fl.us/PDFDoc.aspx?ID=3454). USF also proposes that its program will link well with research in Sustainability. A growing area, Sustainability programs have access to Federal funding for research from the National Science Foundation (http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=501027). As USF proposes, there will be practice and research opportunities for students throughout the program and the ability to interact with experts statewide, nationally, and internationally. However, due to deep budget cuts this past fiscal year and in the near future, employment opportunities with the FDEP may be diminished.

The proposal states that the USF environmental engineering graduate program is currently well integrated with other USF colleges for research. USF's College of Public Health, College of Marine Sciences, and School of Global Sustainability will provide unique training and research collaboration opportunities with a doctoral graduate program in Environmental Engineering to advance social, economic, and environmental needs. USF Environmental Engineering graduate students currently take courses offered by the College of Public Health and there is existing collaboration between faculty in environmental engineering, public health, and applied anthropology in obtaining external research funding. According to the proposal, one Environmental Engineering faculty member is appointed in the College of Public Health in the

Department of Environmental and Occupational Health, which provides this proposed doctoral program a direct line of communication for collaboration.

Addressing the issue of student demand, the proposal reports that many current and prospective students have requested the doctoral program. With USF's Master's program in Environmental Engineering graduate class enrollment exceeding 30 to 40 students per course offering, it will be a good feeder for the doctoral program. A Master's level graduate program that combines training and service with the U.S. Peace Corps (see http://cee.eng.usf.edu/peacecorps/) and has a focus on sustainable development that has grown to 33 students in 2.5 years (the students in this program are from 31 different U.S. universities that represent 21 states) (p.6), will provide a natural transition for students. This partnership allows graduate environmental engineering students to combine their graduate education with 10 weeks of international training and 2 years of service as a water/sanitation engineer (see http://cee.eng.usf.edu/peacecorps/). Students then integrate their service with an international research experience. USF is the only university in Florida with this partnership.

More than 30 students are currently majoring in the PhD Civil Engineering program. The proposal reports that USF conducted an internal survey of students currently enrolled in the PhD Civil Engineering program with a track in Environmental Engineering, and suggested that close to 90% would select a PhD program that was specifically Environmental Engineering. USF does not expect that faculty workload would be compromised, as the Department currently has eight faculty members whose specialty is Environmental Engineering. However, the expectation of 40 doctoral student candidates within 5 years will place 5 students with each faculty advisor. The proposal estimates that the program will eventually produce 5-6 Ph.D. graduates per year. Review of Board data shows that currently, UCF and UF have similar programs with the same CIP of 14.1401. In 2010, the UCF program enrollment was 7 students, down from 18 in 2001, and the UF program had an enrollment of 59, up from 49 in 2001. USF's goal is to have 40 students at the end of year five.

With the need for more practicing Environmental Engineers in the coming decade, the external consultant who reviewed this proposal for USF, Dr. Amy Childress, emphasized that PhDs in Environmental Engineering will become highly sought after as faculty. She cites the U.S. Bureau of Labor Statistics that, "a total of 662,000 faculty jobs are expected to become available…from 2006-2016." She states that a 25-percent growth is expected for faculty in this field. Based on high expectations of employment growth mentioned above, graduates with a PhD in Environmental Engineering will be well suited to pursue employment as an academic faculty or with a public or private agency working in the field. The USF program will help to provide qualified PhDs in Environmental Engineering for these positions.

Addressing concerns over program duplication, the USF proposal provided evidence that communication was initiated by USF with each of five universities with similar programs (see Table, p. 8). USF reported no negative comments. According to the proposal, FAMU is interested in exploring an exchange of graduate level distance learning courses. The University of Florida offers a doctoral degree in Environmental and Engineering Sciences and the University of Central Florida offers a PhD in Environmental Engineering. Board staff confirmed both doctoral programs are CIP 14.1401. A letter of support from Dr. Tony Waldrop, Provost and Vice President for Academic Affairs at UCF suggested any impact on their

program would be minor. Letters of support provided by UF and UCF are attached at the end of the proposal.

C. Assessment of the University Review Process in accordance with BOG Regulation 8.011:

Due to the system of stair step accountability set in place by the Board of Governors in Regulation 8.011, it is now incumbent upon University Board of Trustees to verify that all doctoral programs coming before the Board of Governors have met the requirements of the regulation. The following is an assessment of the university review process to ensure that all criteria set forth have been considered by the university prior to submission to the Board of Governors office.

ACCOUNTABILITY

Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

1. *Overall –* *The proposal is in the correct format, includes all necessary signatures, and contains complete and accurate tables for enrollment projections, faculty effort, and the proposed budget.*

YES NO

☒ ☐ **The proposal has been approved by the university board of trustees and includes all required signatures.**

University of South Florida Board of Trustees approved the program on September 2, 2011.

☒ ☐ **The university has provided a proposal written in the standard SUS format which addresses new academic program approval criteria outlined in BOG Regulation 8.011.**

The Board of Governors new degree program proposal format was used, as expressed in Board of Governors Regulation 8.011.

☒ ☐ **The university has provided complete and accurate projected enrollment, faculty effort, and budget tables that are in alignment with each other.**

The proposal provides information on each of these areas. Detailed tables are provided on projected enrollment (Table 1-B); on faculty effort (Table 4); and on budget (Tables 2 & 3).

☒ ☐ **The university has included a statement in the proposal signed by the equity officer as to how this proposal will meet the goals of the university's equity accountability plan.**

The program plan for achieving diversity was reviewed and signed by the USF Equal Opportunity Officer on September 8, 2011.

2. Budget – *The proposal presents a complete and realistic budget for the program consistent with university and BOG policy, and shows that any redirection of funding will not have an unjustified negative impact on other needed programs.*

YES NO

☒ ☐ **The University Board of Trustees has approved the most recent budget for this proposal.**

The current budget proposal has been approved the USF Board of Trustees on September 2, 2011.

Projected costs of the program as provided in Table 2 are considerably lower than the average expenditures at other SUS institutions (see Estimated Costs on page 1.) The USF proposal and supporting documents (Table 2) do not include costs of administrative support staff or other departmental costs. If administrative activities will be provided by current staffing in the Department of Civil Engineering, the dual usage should be acknowledged and factored in. The goal of 30 students in the first year may also be an overestimation. If enrollment in the first year is less than 30 students, the costs will be appreciably higher as well.

According to the proposal, most funding for the new program (not including faculty salaries and benefits) will be supplied by external grants. It is not clear from the proposal, but can be assumed, that the faculty salaries and benefits are expected to be covered by the Civil Engineering Department. However, if this is the case, and if faculty serve two major program areas and supervise an increasing number of doctoral students, the program may need to hire more faculty by the 5th year.

The proposal explains that doctoral students will be supported as Department Teaching or Research Assistants. Funding and grants are available from state agencies, local municipalities, private industry, or federal funding (e.g. NSF, EPA). The proposal describes two grants currently awarded to faculty: 1) $750,000+ Department of Education Graduate Assistantships in Areas of National Need (GAANN) Grant, which provides stipends, tuition and supply funds for doctoral students working in fields or water, energy and materials with a focus on sustainability; and 2) a $600,000 National Science Foundation S-STEM Scholarship grant that provides funding for masters' and doctoral graduate students with interests in providing sustainable water and transportation infrastructure.

☒ ☐ **In the event that resources within the institution are redirected to support**

the new program, the university has identified this redirection and determined that it will not have a negative impact on undergraduate education, or the university has provided a reasonable explanation for any impact of this redirection.

According to the budget description and supporting tables and documentation, the proposed PhD program is not expected to have a negative impact on related programs or departments. All required courses are already offered at USF. Eight faculty members with Environmental Engineering specialties are already employed in the department at USF. As these faculty members have been teaching and advising in the Civil Engineering program, the proposal does not mention if they will continue in both programs or be assigned solely to Environmental Engineering. The proposal describes current and future collaboration and partnerships between the departments in the areas of shared courses and research.

According to the proposal there will be some short term decline in the PhD Civil Engineering enrollment as some students switch to the PhD Environmental Engineering program. The proposal explained that undergraduate students will benefit from the proposed program as it will enhance undergraduate education and research by serving as a mechanism for students in all engineering disciplines to continue their studies in Environmental Engineering at USF. Undergraduate engineering students will have opportunities to participate with the doctoral students in the proposed program in the development of undergraduate research or employment opportunities through professional ties developed between faculty members and external funding agencies.

READINESS

Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

3. Program Quality *– The proposal provides evidence that the university planning activities have been sufficient and responses to any recommendations to program reviews or accreditation activities in the discipline pertinent to the proposed program have been addressed.*

YES NO

☒ ☐ **The university has followed a collaborative planning process for the proposed program in accordance with policies and procedures adopted by the University Board of Trustees.**

As described in the proposal, the planning process began with planning and development in the fall of 2010 (see tables on pp. 16 & 17, *Chronology of Activities Leading to Developing the Proposal,* and *Events leading to Implementation of the Proposal*). A collaborative process is described, involving Dr. James R. Mihelcic and the Civil & Environmental Engineering Graduate Director (Dr. Sarina Ergas) in addition to

discussions and meetings with faculty members in the Department of Civil and Environmental Engineering, Department Chairs in Engineering, Associate Dean in Engineering, Dean of Engineering, Graduate School, and the Faculty Senate. According to the proposal, the environment and sustainability have been major strategic emphases of USF for several years and there has been administrative support through the hiring of eight environmental engineering faculty members over the past eight years.

☒ ☐ **An external consultant has reviewed the proposal and supports the department's capability of successfully implementing this new program.**

In response to a request from USF, Dr. Amy Childress, Professor and Chair of the Department of Civil and Environmental Engineering at the University of Nevada, Reno provided an external review of the proposal for the PhD in Environmental Engineering. Dr. Childress' findings and comments were very favorable for the establishment of the new program. She described research findings from the Bureau of Labor Statistics and from the Chronicle of Higher Education projecting increases in employment and research opportunities for Environmental Engineers. Many other programs offer environmental tracks, but she added that this type of program "would distinguish the USF program from the majority of other PhD programs that offer specialization in environmental engineering but not a PhD in environmental engineering specifically." She stated that providing this type of program would give greater identity to these students. She concluded by confirming that this program would have regional significance in terms of its location in Florida and the state's needs. A copy of her review letter can be found at the end of the proposal.

☒ ☐ **The university has found the level of progress that the department has made in implementing the recommendations from program reviews or accreditation activities in the discipline pertinent to the proposed program to be satisfactory.**

According to the proposal, the Civil & Engineering graduate programs were reviewed by two outside academic reviewers during a site visit on January 24, 2011. The reviewers were faculty members from Purdue University and Georgia Tech. A self study report was also prepared by the department in October, 2010.

The proposal summarizes two recommendations made by the reviewers that are relevant to the PhD program and describes USF's plans to implement those suggestions. The recommendations were: 1) the need to improve recruitment of graduate students through interaction with national and international communities. This has been addressed by USF in their proposal discussion on recruitment of students (Section II.E, pages 8-9); and 2) that the previous physical separation of graduate students created problems building a strong community of scholars. USF's response is addressed in Section X.C (page 35) in a discussion of the use of new

research laboratory space and offices.

☒ ☐ **The university has analyzed the feasibility of providing all or a portion of the proposed program through distance learning.**

As presented in the USF proposal, the program will primarily be delivered through traditional on-campus methods on the Tampa campus. Students may have the opportunity to take classes off-campus as several graduate courses are offered through distance learning by USF or other universities. Research may also be conducted off-campus.

☐ ☒ **If necessary, the university has made allowances for licensure and legislative approval to be obtained in a timely manner.**

Engineering is not licensed at the PhD level.

4. Curriculum *- The proposal provides evidence that the university has evaluated the proposed curriculum and found that it describes an appropriate and sequenced course of study, and that the university has evaluated the appropriateness of specialized accreditation for the program.*

YES NO

☒ ☐ **The university has reviewed the curriculum and found that the course of study presented is appropriate to meet specific learning outcomes and industry driven competencies discussed in the proposal.**

As presented in the proposal, the curriculum has been designed to allow students to perform specialized training and research resulting in the scholarly competence and ability to conduct and report original and significant environmental engineering research. It is also designed to prepare students to work in a variety of specialty areas of Environmental Engineering, e.g. Water Quality Engineering; Air Quality Engineering, Waste Management, etc.

As described in the proposal, the curriculum includes the four required core courses deemed as knowledge and core competencies important for the understanding and practice of environmental engineering by the Environmental Engineering Body of Knowledge, American Academy of Environmental Engineers.

To further align the curriculum with industry driven competencies, the proposal reports that the Department of Civil & Environmental Engineering has established an outside advisory board that consists of up to eight outside members from engineering practice, research, and academics. These individuals provide input on the undergraduate and graduate programs offered through the department. These

advisory board members are available to provide input to curriculum development and student assessment.

☒ ☐ **The university anticipates seeking accreditation for the proposed doctoral program, or provides a reasonable explanation as to why accreditation is not being sought.**

There is no specialized accreditation for doctoral programs in Engineering.

5. Faculty *– The proposal provides evidence that the university is prepared to ensure a critical mass of faculty will be available to initiate the program based on estimated enrollments, and that faculty in the aggregate have the necessary experience and research activity to sustain a doctoral program.*

YES NO

☒ ☐ **The university has reviewed the evidence provided and found that there is a critical mass of faculty available to initiate the program based on estimated enrollments.**

There are 8 current faculty members (see Table 4) who will take on primary responsibility for program delivery. There is no mention in the proposal about any need for further hires or use of adjuncts. As these faculty members are currently members of the Civil Engineering department, there is also no mention of need to replace faculty there.

☒ ☐ **The university has reviewed the evidence provided and found that the faculty in aggregate has the necessary experience and research activity to sustain the program.**

As described in Table 4, all of the current faculty members hold terminal degrees in their fields and have tenure. There is one full Professor, two Associate Professors, and 5 Assistant Professors. According to the proposal, this will provide ample faculty and resources for mentoring, research and teaching.

☒ ☐ **The university has reviewed the evidence provided and found the academic unit(s) associated with this new degree to be productive in teaching, research, and service.**

The proposal provides evidence that the eight faculty members have been productive in teaching, research and service, including publications and thesis and dissertation supervision (see Tables on pages 26-27). According to the proposal, in the past five years environmental engineering course enrollment has grown from under 20 students to 25-40 students per offering. The proposal reports that as of November 2010, the

number of graduate students advised by environmental engineering faculty had grown to 33 PhD and 42 MS thesis students.

According to the proposal, currently funded research within the environmental engineering faculty group exceeds $3.78 million. As evidenced in the proposal, the eight faculty members have participated in numerous national service opportunities (see Table on page 27).

☒ ☐ **If appropriate, the university has committed to hiring additional faculty in later years, based on estimated enrollments.**

The proposal provides no stated plan for future hiring of additional faculty.

6. Resources *– The proposal provides evidence that the university has ensured the available library volumes and serials; classroom, teaching laboratory, research laboratory, office space, equipment, clinical and internship sites, fellowships, scholarships, and graduate assistantships will be sufficient to initiate the program, and that if applicable, funding has been secured to make more resources available as students proceed through the program..*

YES NO

☒ ☐ **The university has provided a signed statement from the Library Director verifying that the library volumes and serials available are sufficient to initiate the program.**

The proposal provides evidence that sufficient library resources are available to implement the program and no additional resources are needed at this time. A statement was signed by the Dean of USF Libraries on September 6, 2011.

☒ ☐ **The university has ensured that the physical space necessary for the proposed program, including classrooms, laboratories and office space, is sufficient to initiate the program.**

The proposal describes adequate classrooms and laboratories to accommodate this program. Buildings throughout the USF campus are used for existing graduate classes. The Environmental Engineering program at USF maintains over 3,500 square feet of state-of-the-art research laboratory space, with another separate laboratory (approximately 500 square feet) dedicated for pilot plant research. The laboratories are equipped with hoods and bench space to accommodate approximately 30 research students. Development of additional laboratory space on the first floor of the IDR building will add another 5,300 square feet of space.

The proposal reports there is a plan to add 28 office spaces for doctoral students and postdoctoral research associates in the new Interdisciplinary Research Building (IDRB) space.

☒ ☐ **The university has ensured that necessary equipment is available to initiate the program.**

The proposal reports that USF currently has the specialized equipment needed for the program (see page 35).

☒ ☐ **The university has ensured that fellowships, scholarships, and graduate assistantships are sufficient to initiate the program.**

According to the proposal, there is no plan to allocate additional resources to the department or college to support doctoral students. All students enrolled in the program will have opportunities for a teaching or research assistant position. Graduate research assistantships and external funding support will be used. Faculty members conducting research normally support two or more research assistants. Thus, the Department typically supported 40-80 research assistants per year. A recent initiative to increase the number of PhD students in Engineering brought in 23 new doctoral students to the Department in fall 2010. The support for these new PhD students is $15,000/year.

☒ ☐ **If applicable, the university has ensured that the department has arranged a suitable number of clinical and internship sites.**

According to the proposal, opportunities are available for doctoral students to conduct research and be trained at many federal laboratories, such as: Environmental Protection Agency, Department of Energy, National Oceanic & Atmospheric Administration, and United States Geological Survey. The American Association for the Advance of Science provides opportunities for graduates of environmental engineering programs to be placed for fellowships with federal agencies in the Washington, D.C. area. In addition, some doctoral students will have their research occurring at local municipal water treatment, storm water management, and wastewater treatment facilities which provides students opportunities to interact with practitioners.

The proposal describes several international opportunities for USF's graduate students, including NSF funded travel to the UNESCO-IHE Water Laboratory in the Netherlands and travel to Bolivia to conduct research in sustainable development. As mentioned earlier, the department also has the only graduate partnership with the U.S. Peace Corps. Students spend 2+ years overseas working as a water sanitation engineer, while conducting field research with a developing world focus. The program is 2.5 years old

and has already attracted 33 domestic graduate students, who come from 31 universities representing 21 states.

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Florida Board of Governors
Request to Offer a New Degree Program

University of South Florida University Submitting Proposal	Spring 2012 Proposed Implementation Date
College of Engineering Name of College or School	Civil & Environmental Engineering Name of Department(s)
Engineering Academic Specialty or Field	PhD Environmental Engineering Complete Name of Degree (Include Proposed CIP Code): 14.1401

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

September 2, 2011
Date Approved by the University Board of Trustees

Judy Genshaft
President

Date

B. U
Signature of Chair, Board of Trustees

Date

9/7/11
Vice President for Academic Affairs

Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE)

	Projected Student Enrollment (from Table 1)			Projected Program Costs (from Table 2)		
Implementation Time Frame	HC	FTE		Total E&G Funding	Contract & Grants Funding	E&G Cost per FTE
Year 1	30	22.5		129,767	$450,000	$5,767
Year 2	30	22.5				
Year 3	35	26.25				
Year 4	35	26.25				
Year 5	40	29.5		141,456	$594,000	$4,795

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations;(c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

The USF College of Engineering proposes to implement a PhD in Environmental Engineering that will replace the existing Environmental Engineering track within the PhD in Civil Engineering.

The primary goal of the PhD Environmental Engineering program is to allow students to perform specialized training and research, which will result in award of a degree that recognizes the student's scholarly competence and ability to practice, and conduct and report original and significant environmental engineering research. The total minimum credits required for a student with a Master's degree is 48 credits and the total minimum credits required for a student without a Master's degree is 78 credits. PhD students may work in one or more of the following specialty areas: 1) Water Quality Engineering, 2) Air Quality Engineering, 3) Fate and Transport of Contaminants in the Environment, 4) Waste Management, 5) Sustainable Design and Sustainable Engineering, and, 6) Environmental Biotechnology Applied to Environmental Problems.

The proposed program integrates with research strengths developed at USF related to water, sustainable development and green design, public health, global sustainability, and environmental biotechnology. USF is the only university in Florida with a College of Public Health, College of Marine Science, and School of Global Sustainability. These provide unique training and research collaboration opportunities with a doctoral program in Environmental Engineering. Environmental Engineering has emerged as a distinct discipline in the past decade and the proposed program would not only respond to current demand in the workforce, but also allow us to recruit a high caliber, diverse group of students who are seeking an Environmental Engineering degree versus a civil engineering degree. A PhD program is needed to allow Florida to advance, via research and creation of new information and technology, a knowledge-based economy to manage the many environmental stressors on its water, land, and air resources which impacts social and economic opportunities for current and future generations.

In terms of being a distinct discipline, in 2006 Environmental Engineering was recognized as a distinct specialty on professional engineering licensing exams. In term of its size, engineers held approximately 1.5 million jobs in the United States and environmental engineering ranked #8 in terms of the total number. The U.S. Bureau of Labor Statistics counted over 54,300 environmental engineers employed in the U.S. in 2008. They project that environmental engineers are expected to have employment growth of 31 percent between now and 2018, one of the highest in growth of all engineering disciplines and much faster than the average for all occupations.[1] Furthermore, the upper range of environmental engineers employed is as high as 100,000.[2]

In addition, ***Empower Me Magazine*** (May 10, 2010)[3] listed Environmental Engineering as one of five of "the hottest green, environmental and infrastructure jobs for the next ten years" They state that environmental engineers jobs are slated to grow over 30% and are included in the 30 fastest growing occupations for the decade of 2008-2018. ***CNNMoney.com*** reported in 2010 that Environmental Engineering was the 5th best job available (out of 100 ranked).[4] They stated "An undergraduate degree in any engineering specialty can be enough, and a state license is not always required. But you'll fare better with a graduate degree in environmental engineering,"

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[1] U.S. Bureau of Labor Statistics, http://www.bls.gov/oco/ocos027.htm

[2] S. Jones et al., "An Initial Effort to Count Environmental Engineers in the USA," *Environmental Engineering Science*, 22(6):772-787, 2005

[3] http://www.empowermemagazine.com/?s=environmental+engineering <accessed December 27, 2010)

[4] http://money.cnn.com/magazines/moneymag/bestjobs/2010/snapshots/5.html <accessed December 27, 2010>

and a recent ***NY Times*** article (June 24, 2011)[5] discussed the appeal that environmental sustainability related professions have to college graduates.

B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at http://www.flbog.org/StrategicResources/)

This program meets the economic development goals of the SUS Strategic Plan with its focus on Healthy Communities; Research and Innovation; Integrated Interdisciplinary Inquiry; and Community Engagement. The goals that are directly supported include: 1) access to and production of degrees; 2) meet statewide professional and workforce needs, 3) building world-class academic programs and research capacity, and, 4) meeting community needs and fulfilling unique institutional responsibilities. As stated earlier, the proposed degree program addresses economic and community needs and will allow for the development of a world-class educational effort in environmental engineering. There will be practice and research opportunities for students throughout the program and the ability to interact with experts statewide, nationally, and internationally.

This program will help meet the needs of Florida communities because by definition, environmental engineering is that branch of engineering concerned with the application of scientific and engineering principles for: 1) protection of human populations from the effects of adverse environmental factors; and, 2) protection of environments, both local and global from the potentially deleterious effects of natural and human activities; and improvement of environmental quality. We expect to develop a program that produces 5-6 PhD graduates per year. Florida (and the Nation) is in need of graduate level environmental engineering students. For example Engineering News Record (ENR) (www.enr.com) reports that the environmental engineering design market now exceeds $30 billion in annual revenue and all of the top 15 companies on the ENR list of design firms have offices in Florida. ***CNNMoney.com*** reported in 2010 that environmental engineering was the 5th best job available (out of 100 ranked).[6] However, they stated "An undergraduate degree in any engineering specialty can be enough, and a state license is not always required. But you'll fare better with a graduate degree in environmental engineering." In addition, USF has also invested considerable resources in environmental engineering over the past eight years with the hiring of eight faculty who specialize in environmental engineering.

Institutional and State Level Accountability

II. Need and Demand

A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

The American Academy of Environmental Engineers (AAEE) defines Environmental Engineering as that branch of engineering concerned with the application of scientific and engineering principles for: 1) protection of human populations from the effects of adverse environmental factors; and, 2) protection of environments, both local and

[5] "Green Jobs Attract Graduates," NY Times, June 24, 2011.

[6] http://money.cnn.com/magazines/moneymag/bestjobs/2010/snapshots/5.html <accessed December 27, 2010>

global from the potentially deleterious effects of natural and human activities; and improvement of environmental quality.

Besides careers in research, academics, and government, the 2009 Body of Knowledge published by the American Academy of Environmental Engineers[7] reports that engineers in the consulting engineering field usually have doctoral degrees. As stated previously, the **U.S. Bureau of Labor** predicts that environmental engineers are expected to have employment growth of 31 percent between now and 2018, one of the highest growth of all engineering disciplines and much faster than the average for all occupations.[8] In addition, ***Empower Me Magazine*** (May 10, 2010)[9] listed environmental engineering as one of five of "the hottest green, environmental and infrastructure jobs for the next ten years" They state that environmental engineers jobs are slated to grow over 30% and are included in the 30 fastest growing occupations for the decade of 2008-2018. ***CNNMoney.com*** reported in 2010 that environmental engineering was the 5th best job available (out of 100 ranked).[10] They stated "An undergraduate degree in any engineering specialty can be enough, and a state license is not always required. But you'll fare better with a graduate degree in environmental engineering."

Engineering News Record (ENR) (www.enr.com) reports that the environmental engineering design market exceeds $30 billion in annual revenue and all of the top 15 companies on the ENR list of the largest environmental engineering design firms have offices in Florida. Many environmental problems in Florida result from the large concentrations of humans and infrastructure that exist at the water-urban interface. In fact, Florida shows some of the highest increases in population on the urban-coastal interface.[11] Some important program areas of the Florida Department of Environmental Protection (FDEP) include water, wastewater, air, brownfield redevelopment, and waste management. Brownfields are properties where expansion, redevelopment or reuse may be complicated by the presence or potential presence of environmental pollution.

Florida currently has the largest desalination plant in the U.S. (near Tampa) that converts seawater to drinking water. Florida also ranks with California as the two largest consumers of reclaimed (i.e., reused) water. Related to water quality, in November, 2010, the U.S. Environmental Protection Agency established final numeric nutrient water quality standards for lakes and flowing waters in Florida. This action was "pursuant to a January 2009 Clean Water Act determination and a consent decree with Florida Wildlife Federation to settle a 2008 lawsuit." [12] Also, an existing project to restore, protect and preserve the water resources of central and southern Florida, including the Everglades covers 16 counties over an 18,000-square-mile area and is estimated to take 30 years to design and construct with a current estimate of $9.5 billion for the 60+ projects.[13]

Florida's population is expected to increase to 22 million by the year 2020 and freshwater needs are expected to grow from 8.2 to 9.1 billion gallons per day.[14] In terms of water scarcity issues, the Florida Legislature has established "the encouragement and promotion of reuse of reclaimed water and water conservation…" as formal state objectives in Section 403.064(1), Florida Statutes (F.S.), and Section 373.250, F.S. The Florida Department of Environmental Protection along with Region 4 of the Environmental Protection Agency, the Florida Department of Health, Florida's five water management districts, the Public Service Commission, the Florida

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[7] http://www.aaee.net/Website/EEBoK.htm <accessed December 27, 2010>
[8] U.S. Bureau of Labor Statistics, http://www.bls.gov/oco/ocos027.htm
[9] http://www.empowermemagazine.com/?s=environmental+engineering <accessed December 27, 2010)
[10] http://money.cnn.com/magazines/moneymag/bestjobs/2010/snapshots/5.html <accessed December 27, 2010>
[11] Thomas J. Culliton, 1998, Population: Distribution, Density, and Growth, NOAA's State of the Coast Report, National Oceanic and Atmospheric Administration (NOAA), Silver Spring, MD
[12] US Environmental Protection Agency, http://water.epa.gov/lawsregs/rulesregs/florida_index.cfm <accessed March 6, 2011>
[13] US Army Corps, http://www.evergladesplan.org/about/about_cerp_brief.aspx <accessed March 6, 2011>
[14] Florida Council of 100, 2003, http://www.fc100.org/ <accessed March 6, 2011>

Department of Agriculture and Consumer Services, and the Florida Department of Community Affairs have developed the Statement of Support for Water Reuse in Florida. The Tampa-Clearwater-St. Petersburg Metro area is a perfect location to conduct this type of research. It has undergone some of the most rapid development in the US in the last three decades (Tampa Dept. Planning and Technology 2008). This area is water scarce, has a population learning to face water scarcity issues, and is situated in a state that is 90% dependent on groundwater for its water needs. There are also now 252 brownfield areas designated in Florida. Brownfields are properties where expansion, redevelopment or reuse may be complicated by the presence or potential presence of environmental pollution. The Florida Brownfields Program reports that to date, "the program has created nearly 30,000 new direct and indirect jobs and resulted in almost $1.68 billion of capital investment over the last 11 years."[15]

Lastly, one of the five principal conclusions that emerged from the 2008 Florida Energy and Climate Change Action Plan (www.flclimatechange.us) (using guidance provided in Executive Order 07-128) is that based upon the findings of the 4th Assessment of the Intergovernmental Panel on Climate Change, Florida's resources, communities, and economy are expected to experience significant impacts if the current trajectory of global greenhouse gas emissions is not reversed.

The future need for environmental engineers is strongly integrated with the U.S. Environmental Protection Agency's seven future priorities listed by Administrator Lisa Jackson[16]. The following five, directly require the problem solving skills inherent to the technical discipline of environmental engineering: 1) Taking Action on Climate Change: 2) Improving Air Quality, 3) Assuring the Safety of Chemicals, 4) Cleaning Up Our Communities (of wastes), and, 5) Protecting America's Waters.

Research needs in environmental engineering also continue to grow. For example, the National Science Foundation now funds research not only in environmental engineering, but also through programs created in "environmental sustainability" and "water, sustainability, and climate." The proposed PhD program's specialty areas match well with majority of research plans of EPA's Office of Research & Development including: 1) Water Quality Engineering, 2) Air Quality Engineering, 3) Fate and Transport of Contaminants in the Environment, 4) Waste Management, 5) Sustainable Design and Sustainable Engineering, and, 6) Environmental Biotechnology Applied to Environmental Problems.

The proposed program will build on research strengths developed at USF that include: 1) fresh and ocean water resources, 2) sustainable development and sustainable design, and, 3) environmental biotechnology applied to treatment of environmental contaminants and development of renewable energy. Important to this proposal, the USF environmental engineering graduate program is currently well integrated via many existing externally funded research projects with USF research strengths related to community engagement, renewable energy, social & behavioral sciences through anthropology, public health, and global sustainability.

USF is the only university in Florida with a College of Public Health, College of Marine Sciences, and School of Global Sustainability. These provide unique training and research collaboration opportunities with a doctoral graduate program in Environmental Engineering to advance social, economic, and environmental needs of current and future generations of Floridians. USF Environmental Engineering graduate students currently take courses offered by the College of Public Health and Department of Applied Anthropology and there is existing collaboration between faculty in environmental engineering, public health, and applied anthropology in obtaining external research funding. By its definition environmental engineering is involved with protection of human populations from the effects of adverse environmental factors. USF is also the only university in Florida that has

[15] Florida Brownfield Association, http://www.floridabrownfields.org/displaycommon.cfm?an=1&subarticlenbr=18 <accessed March 6, 2011>

[16] http://blog.epa.gov/administrator/2010/01/12/seven-priorities-for-epas-future/ <accessed December 27, 2010).

formal graduate school partnerships with the U.S. Peace Corps in the areas of environmental engineering, civil engineering, and global health. This partnership allows graduate Environmental Engineering students to combine their graduate education with 10 weeks of international training and 2 years of service as a water/sanitation engineer (see http://cee.eng.usf.edu/peacecorps/).

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

USF's existing Master's program in Environmental Engineering has grown significantly in the past few years with core graduate class enrollment now exceeding thirty to forty students per course offering. This includes development of a Master's level graduate program that combines training and service with the U.S. Peace Corps and has a focus on sustainable development that has grown to 33 students in 2.5 years (the students in this program are from 31 different U.S. universities that represent 21 states).

We have already had many requests from current or prospective students about the offering of a doctoral degree in Environmental Engineering. Environmental Engineering is a popular program that students will want to participate in. Our internal survey of students currently enrolled in the PhD Civil Engineering program who emphasize Environmental Engineering suggested that close to 90% would select such a program.[17] Currently USF offers two degrees that specifically have "environmental engineering" in the degree title. They are: 1) a 30-credit thesis-based Master of Science in Environmental Engineering and 2) a 30-credit coursework only Master of Environmental Engineering Degree. Graduate courses required for these degrees now have annual enrollments that range from 25 to over 40 students.

The number of students currently majoring in the PhD Civil Engineering major at USF who are concentrating on Environmental Engineering exceeds 30. This number of doctoral students in the classroom and individual faculty research groups does not pose a problem in terms of faculty workload. The Department currently has eight faculty members whose specialty is Environmental Engineering, and the Environmental Engineering program has gained national recognition over the past several years. In 2010 the Department won a competitive proposal to host the 2011 Education and Research Conference of the Association of Environmental Engineering and Science Professors (AEESP) (see http://aeesp2011.com/).

C. If similar programs (either private or public) exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of any communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). Provide data that support the need for an additional program.

Currently there are two similar programs in Florida. The University of Central Florida (UCF) offers a PhD in Environmental Engineering. The Graduate Coordinator at the University of Central Florida (Dr. Mohamed Abdel-Aty) was contacted about USF's proposed program and was supportive of our effort. He suggested there may be a minor impact on UCF enrollment and expressed an interest in collaborating with our group. The University of Florida offers a doctoral degree in Environmental and Engineering Sciences that shares the 14.1401 CIP code.

[17] Conducted in March, 2011.

The proposed program will differ from the programs at UF and UCF because of some research strengths developed at USF in: 1) fresh and ocean water resources, 2) sustainable development and sustainable design, and, 3) environmental biotechnology applied to treatment of environmental contaminants and development of renewable energy. Important to this proposal, the USF Environmental Engineering graduate program is currently well integrated via many existing externally funded research projects with USF research strengths related to community engagement, renewable energy, social & behavioral sciences through anthropology, public health, and global sustainability.

Further, USF is the only university in Florida with a College of Public Health, College of Marine Sciences, and School of Global Sustainability. These provide unique training and research collaboration opportunities with a doctoral graduate program in Environmental Engineering to advance social, economic, and environmental needs of current and future generations of Floridians. USF Environmental Engineering graduate students currently take courses offered by the College of Public Health and Department of Applied Anthropology and there is existing collaboration between faculty in Environmental Engineering, public health, and applied anthropology in obtaining external research funding. By its definition (provided in Section II) Environmental Engineering is involved with protection of human populations from the effects of adverse environmental factors. One Environmental Engineering faculty member (Dr. Amy Stuart) is appointed in the College of Public Health in the Department of Environmental and Occupational Health which provides this proposed doctoral program a direct line of communication to this important collaborator. Drs. Mihelcic and Stuart also teach graduate courses which are co-listed between the Colleges of Engineering and Public Health. There is also an interdisciplinary environmental research colloquium course taken by many Environmental Engineering graduate students that is co-taught by faculty members in environmental science & policy, environmental engineering, and public health.

Environmental Engineering faculty members are also collaborating with staff and affiliated faculty at the School of Global Sustainability (SGS) on research and teaching courses required for the MA degree in Global Sustainability The SGS has a research mission to generate innovations and new knowledge that will help cities around the world, including those in developing countries, to reduce their ecological footprint while improving their form and function to make them healthier, more livable, and more resilient. The research area related to provision of resilient and sustainable infrastructure also is related to existing collaborations between USF's Environmental Engineering graduate program and USF strengths in sustainability provided through the SGS, green engineering initiatives taking place in several departments in the College of Engineering.

USF is also the only university in Florida that has formal graduate school partnerships with the U.S. Peace Corps in the areas of environmental engineering, civil engineering, and global health. This partnership allows graduate environmental engineering students to combine their graduate education with 10 weeks of international training and 2 years of service as a water/sanitation engineer (see http://cee.eng.usf.edu/peacecorps/). Students then integrate their service with an international research experience. Research areas have included: water supply and treatment, provision of sanitation, bioenergy, hygiene promotion, and solid waste management. USF currently has 32 engineering students enrolled in this program, in both the M.S. and Ph.D. programs. The USF - Peace Corps graduate partnerships in engineering and global health provide unique research opportunities for environmental engineering doctoral students interested in issues related to global sustainability.

We contacted every other graduate engineering program within Florida that had some component of environmental engineering research present (most are housed within Civil Engineering units). Communication was made by email or personal contact with each individual in the "contact" column. All contacts responded. No negative comments were received as shown in the following table. Florida A&M was interested in exploring exchange of distance learning courses at the graduate level. The University of Florida and the University of Central Florida were both supportive of our efforts and both schools expressed an interest in collaborating with our group. The University of Miami saw no conflict and also expressed interest in collaboration.

Letters of support were provided by UF and UCF, the two institutions with existing doctoral programs in CIP 14.1401, and are attached to this proposal.

Table. The following individuals were contacted on January 18, 2011.

University	Location	Title of doctoral degree	Contact
University of Florida	Gainesville	Environmental Engineering Sciences	Dr. Paul A. Chadik, Professor and Chair pchad@eng.ufl.edu
Florida A&M University and Florida State University	Tallahassee	Civil & Environmental Engineering	Kamal Tawfiq, Professor and Chair tawfiq@eng.fsu.edu
University of Central Florida	Orlando	Environmental Engineering	Mohamed Abdel-Aty, Professor & Graduate Coordinator mabdel@mail.ucf.edu
Florida International University	Miami	Civil Engineering	Hector R. Fuentes, Professor and Senior Environmental Engrg faculty member fuentes@fiu.edu
University of Miami	Miami	Civil Engineering	Dr. James Englehardt, Professor and Senior Environmental Engrg faculty member, jenglehardt@miami.edu

D. Use Table 1 (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

Based on our current enrollment in the existing Environmental Engineering track in the PhD Civil Engineering program and a survey of our graduate population, we anticipate that our student body will be comprised of a mixture of domestic (both residents and non-resident) and international students. We expect enrollment to initially be 30 full-time students as many current doctoral students switch from the PhD Civil Engineering program to the PhD Environmental Engineering program. After that we expect steady growth in students who will identify with the new program and expect enrollment to grow to 40 full-time students.

E. Indicate what steps will be taken to achieve a diverse student body in this program, and identify any minority groups that will be favorably or unfavorably impacted. The university's Equal Opportunity Officer should read this section and then sign and date

Data suggest that underrepresented groups in STEM disciplines, particularly women, are attracted to careers where they feel that they can have a positive impact on the environment and society. Students are now looking to merge personal convictions with career; learn how to apply technology that is culturally, economically, and socially suitable; and apply their educational skills for protecting ecosystems and natural resources.[18]

[18] Widnall, S., *Digits of pi: Barriers and Enablers for Women in Engineering*, in *S.E. Regional NAE Meeting*. 2000: Georgia Institute of Technology. Hokanson, D.R., J.R. Mihelcic, L.D. Phillips, "Educating Engineers in the Sustainable Futures

There has been a steady increase in enrollment of under-represented minorities in the PhD Civil Engineering program over the past years. The past two years (2008, 2009) has seen a total of 9 under-represented minority PhD students enrolled each year (of 52 total in fall, 2009). In regards to gender, female enrollment in the doctoral program was 18 (of 52 total in fall, 2009). Mr. Bernard Batson serves as full time director for diversity and outreach programs in the College of Engineering and assists with recruitment of these students in the department. A number of our graduate students are funded through the NSF Bridge to Doctorate Program, the Alfred P. Sloan Fellowship Program, the McKnight Fellowship Program, among others. Recent large grants from the Department of Education (under the Graduate Assistantships in Areas of National Need [GAANN] Program) and the National Science Foundation (under the S-STEM and STARS programs) have provided priority funding for female and minority students who are underrepresented in STEM disciplines. Several student organizations, including the Florida-Georgia Louis Stokes Alliance for Minority Participation Club, the National Society of Black Engineers (NSBE), the Society of Hispanic Professional Engineers (SHPE), and the Society of Women Engineers (SWE), support these students and create a collegial learning environment in the college. A number of faculty members have been approved as research mentors for under-represented minority students under the Louis Stokes Alliances for Minority Participation (LSAMP) Program.

We also plan to utilize our existing marketing and recruitment strategies through professional associations (e.g., Association of Environmental Engineering & Science Professors) and conferences run by professional societies (e.g., Water Environmental Federation, American Geological Association, Air & Waste Management Association, Water Reuse Association, American Chemical Society) and other mediums and venues to work as partners with the USF College of Engineering, Graduate School, and the Office of International Affairs to promote the program. We will also be able to add the new degree to the searchable graduate program list server maintained by the Association of Environmental Engineering & Science Professors.

In terms of international students, we plan to reach out especially to our partnering international institutions including Ocean and Nankai Universities (environmental science) in China and Exeter University (water resources program) in the United Kingdom. Exeter, USF, and King Abdulaziz University (Saudi Arabia) were awarded a grant in March 2011 to build a research partnership around sustainable water, wastewater, and stormwater management by the British Council International Higher Education Programme with a focus on Strategic Partnerships. We have also developed an existing partnership with two universities in Hanoi Vietnam: Hanoi University and Vietnam Academy of Science and Technology (Memorandum of Understanding signed November, 2009). USF has also signed a memorandum of understanding with the UNESCO-IHE Water Laboratory in Delft (Netherlands) that provides for student exchanges.

Ted Williams

Ted Williams, Ph.D.
Associate Vice President, Diversity and Equal Opportunity
University of South Florida

9/8/11
Date

Model with a Global Perpective: Education, Research & Diversity Initiatives," *International Journal of Engineering Education*, 23(2): 254-265, 2007.

III. Budget

A. Use Table 2 to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)

Most funding for the proposed program (except for faculty salaries and benefits) will be supplied by external grants. Doctoral students will be supported as Department Teaching or Research Assistants. Teaching Assistants work as graders for courses or help with laboratory courses and problem sessions. They are supported from the Department's OPS budget. Research Assistants are supported from professor's research contracts or start-up funds for new faculty. Funding in the environmental engineering areas comes from state agencies, local municipalities, private industry, or federal funding (e.g., NSF, EPA). A number of graduate students are currently funded through large fellowship and scholarship programs supported by competitive funding obtained from the federal government. For example, a environmental engineering faculty member is the lead PI on a recently secured $750,000+ Department of Education Graduate Assistantships in Areas of National Need (GAANN) Grant, which provides stipends, tuition and supply funds for doctoral students working in fields or water, energy and materials with a focus on sustainability. Four environmental engineering faculty members have also secured a $600,000 National Science Foundation S-STEM Scholarship grant that provides funding for master's and doctoral graduate students with interests in providing sustainable water and transportation infrastructure.

B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

As mentioned previous ly, there will be some short term decline in the PhD Civil Engineering enrollment as some students switch to the PhD Environmental Engineering program. We believe the proposed program will enhance undergraduate education and research by serving as a mechanism for students in a wide variety of engineering disciplines to continue their studies in Environmental Engineering at USF. Undergraduate engineering students will have opportunities to participate with the doctoral students in the proposed program in the development of undergraduate research or employment opportunities through professional ties developed between faculty members and external funding agencies.

C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

There is no expected impact on related programs or departments related to increased need for courses. All required courses are already offered at USF.

D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

External funding in the environmental engineering area comes from state agencies, local municipalities, professional organizations (e.g., U.S. Green Building Council), private industry, and federal funding (e.g., NSF, EPA). A number of graduate students are currently funded through large fellowship and scholarship programs supported by competitive funding obtained from the federal government. For example, one environmental engineering faculty member is the lead PI for a recently secured a $750,000+ Department of Education Graduate Assistantships in Areas of National Need (GAANN) Grant, which provides stipends, tuition and supply funds for doctoral students working in fields or water, energy and materials with a focus on sustainability. Four environmental engineering faculty members have also secured a $600,000 National Science Foundation S-STEM Scholarship grant that provides funding for master's and doctoral students with interests in providing sustainable water and transportation infrastructure.

IV. Projected Benefit of the Program to the University, Local Community, and State

A. Use information from Table 1, Table 2, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

There will be immense benefit to USF and Florida with the development of the proposed program. By definition, environmental engineering is concerned with the application of scientific and engineering principles for: 1) protection of human populations from the effects of adverse environmental factors; and, 2) protection of environments, both local and global from the potentially deleterious effects of natural and human activities; and improvement of environmental quality. The program will help to further advance interdisciplinary training and research ties with the USF School of Global Sustainability, College of Marine Science, Department of Global Health, PhD program in Applied Anthropology, and across other science and engineering disciplines.

Florida's population is dependent on its water, land, and air resources for many current and future economic and societal benefits. Stressors of increasing population, changes in land use, loss of biodiversity, increased population density in counties near water resources, and potential impacts from climate change on societal infrastructure all will require training of engineers to solve problems associated with these stressors, as well as creation of new knowledge through research.

USF environmental engineering faculty members have existing research projects related to improving the social and economic climate of Florida, including projects on: production of algal biofuels from wastewater, sustainable

production of aquaculture, sustainable design and management of water and transportation, investigation of fate of emerging contaminants found in reused water, and impact that urban design has on air quality. Just by its geographical location, 16 of Florida's 21 metropolitan areas are built around an estuary or lie at the mouth of a river that flows into the ocean.[19] In addition, in terms of economic importance, in 2004, Florida's coastal counties had 17,714 ocean sector establishments, which contributed to over 500,300 jobs and $12.7 billion in wages, adding more than $27.4 billion to Florida's gross domestic product (GDP).[20] The water quality of these estuaries and rivers is strongly dependent on how human activities on land are designed and managed, something that environmental engineering doctoral graduates can contribute to.

The graduates from the proposed program will clearly benefit the State of Florida, the nation, and the world due to their ability to enhance environmental protection and sustainability. Florida (and the Nation) is in need of graduate level environmental engineering students. For example Engineering News Record (ENR) (www.enr.com) reports that the environmental engineering design market now exceeds $30 billion in annual revenue and all of the top 15 companies on the ENR list of top environmental engineering design firms have offices in Florida. Our expected graduation of 5-6 PhD Environmental Engineering students per year will help support these local businesses.

V. Access and Articulation – Bachelor's Degrees Only-N/A

A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a request to the BOG for an exception along with notification of the program's approval. (See criteria in BOG Regulation 6C-8.014)

Not applicable

B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see Common Prerequisite Manual http://www.facts.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lowerlevel courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."

Not applicable

C. If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional

[19] Southeastern Fishing Organization, http://www.southeasternfish.org/Documents/EcoValueAquatic.pdf <accessed March 6, 2011>

[20] Natural Resources Defense Council, http://docs.nrdc.org/water/files/wat_10052001a.pdf <accessed March 6, 2011>

"track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Not applicable

D. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in BOG Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

Not applicable

E. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual http://www.facts.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

Not applicable

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

According to its stated mission,[21] USF is dedicated to excellence in: 1) student access and success in an engaged, and interdisciplinary, learner-centered environment, 2) research and scientific discovery, including the generation, dissemination, and translation of new knowledge across disciplines; to strengthen the economy; to promote civic culture and the arts; and to design and build sustainable, healthy communities, and, 3) embracing innovation, and supporting scholarly and artistic engagement to build a community of learners together with significant and sustainable university-community partnerships and collaborations.

The proposed PhD Environmental Engineering program is directly related to USF's mission to provide an interdisciplinary, learner-centered environment and generate and translate new knowledge across disciplines, while designing and building sustainable, healthy communities.

University programs such as the one proposed here with a focus in education, research, and outreach related to protection of human health and the environment align with Goals 1, 2, and 3 of the USF Strategic Plan (listed below) and also with national goals that have documented the rapid social, political, economic, and environmental

[21] USF Strategic plan, http://www.ods.usf.edu/Plans/Strategic/docs/USF-Strategic-Plan-2007-2012.pdf <accessed March 6, 2011>

changes occurring in the world and associated implications for education, research, practice, and importantly, the economic competitiveness of our Nation (for example, National Academy of Engineering's *Educating the Engineer of 2020*).[22]

- Goal I. Expanding world-class interdisciplinary research, creative, and scholarly endeavors.
- Goal II. Promoting globally competitive undergraduate, graduate and professional programs that support interdisciplinary inquiry, intellectual development, knowledge and skill acquisition, and student success through a diverse, fully- engaged, learner-centered campus environment.
- Goal III. Expanding local and global engagement initiatives to strengthen and sustain healthy communities and to improve the quality of life.

The proposed program meets the economic development goals of the SUS Strategic Plan with its focus on Healthy Communities; Research and Innovation; Integrated Interdisciplinary Inquiry; and Community Engagement. The goals that are directly supported include: 1) access to and production of degrees; 2) meet statewide professional and workforce needs, 3) building world-class academic programs and research capacity, and, 4) meeting community needs and fulfilling unique institutional responsibilities. As stated earlier, this degree program addresses economic and community needs and will allow for the development of a world-class educational effort in environmental engineering. There will be practice and research opportunities for students throughout the program and the ability to interact with experts statewide, nationally, and internationally. In addition, USF has also invested considerable resources in environmental engineering over the past eight years with the hiring of eight faculty who specialize in environmental engineering.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

USF's strategic plan is focused on interdisciplinary initiatives that strengthen and sustain healthy communities and improve the quality of life. By definition, the discipline of environmental engineering supports these goals. USF has eight environmental engineering faculty members[23] and strong education and research areas in related science/technology disciplines of environmental science, biology, chemical engineering, civil engineering, environmental and occupational health, global health, social sciences, sustainability, and geography. In addition, academic partners in the social sciences (e.g., anthropology) and environmental policy are critical for developing solutions to environmental problems that are not only technical in nature, but also consider societal implications and solutions.

As stated above, USF is the only university in Florida with a College of Public Health, College of Marine Science, and School of Global Sustainability. These provide unique training and research collaboration opportunities with a doctoral graduate program in environmental engineering to advance social, economic, and environmental needs of current and future generations of Floridians. USF environmental engineering graduate students currently take courses offered by the College of Public Health and Department of Applied Anthropology and there is existing collaboration between faculty in environmental engineering, public health, and applied anthropology in obtaining external research funding. By its definition (provided in Section II) environmental

[22] *Educating the Engineer of 2020: Adapting Engineering Education to the New Century*, Committee on the Engineer of 2020, Phase II, Committee on Engineering Education, National Academy of Engineering.

[23] For purposes of this proposal, seven of the eight faculty are appointed in Civil & Environmental Engineering (Drs. Cunningham, Ergas, Mihelcic, Stroot, Trotz, Yeh, Q. Zhang) and the eighth is appointed as a faculty member in the Department of Environmental & Occupational Health with a courtesy appointment in Civil & Environmental Engineering (Dr. Stuart).

engineering is involved with protection of human populations from the effects of adverse environmental factors. One environmental engineering faculty member (Dr. Amy Stuart) is appointed in the College of Public Health in the Department of Environmental and Occupational Health which provides this proposed doctoral program a direct line of communication to this important collaborator. Drs. Mihelcic and Stuart also teach graduate courses which are co-listed between the Colleges of Engineering and Public Health. There is also an interdisciplinary environmental research colloquium course taken by many environmental engineering graduate students that is co-taught by faculty members in environmental science & policy, environmental engineering, and public health.

Environmental engineering faculty members are also collaborating with staff and affiliated faculty at the School of Global Sustainability (SGS) on research and teaching courses required for the MA degree in Global Sustainability The SGS has a research mission to generate innovations and new knowledge that will help cities around the world, including those in developing countries, to reduce their ecological footprint while improving their form and function to make them healthier, more livable, and more resilient. The research area related to provision of resilient and sustainable infrastructure also is related to existing collaborations between USF's Environmental Engineering graduate program and USF strengths in sustainability provided through the SGS, green engineering initiatives taking place in several departments in the College of Engineering.

USF is also the only university in Florida that has formal graduate school partnerships with the U.S. Peace Corps in the areas of environmental engineering, civil engineering, and global health. This partnership allows graduate environmental engineering students to combine their graduate education with 10 weeks of international training and 2 years of service as a water/sanitation engineer (see http://cee.eng.usf.edu/peacecorps/). Students then integrate their service with an international research experience. Research areas have included: water supply and treatment, provision of sanitation, bioenergy, hygiene promotion, and solid waste management. USF currently has 32 engineering students enrolled in this program, in both the M.S. and Ph.D. programs. The USF - Peace Corps graduate partnerships in engineering and global health provide unique research opportunities for environmental engineering doctoral students interested in issues related to global sustainability.

This program will also draw on the expertise of USF's new sustainability and community engagement initiatives that include the Office of Sustainability and Office of Community Engagement. USF's Office of International Affairs will be directly involved with the program, especially in terms of international student recruitment. The students will have the opportunity to work with the Office of Sustainability on campus related environmental issues and student professional societies such as: Water Environment Federation, American Water Works Association, Emerging Green Builders, Engineers without Borders, and Engineers for a Sustainable World.

C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

Planning Process

The planning process has largely involved Dr. James R. Mihelcic and the Civil & Environmental Engineering Graduate Director (Dr. Sarina Ergas) in addition to discussions and meetings with faculty members in the Department of Civil & Environmental Engineering, Department Chairs in Engineering, Associate Dean in Engineering, Dean of Engineering, Graduate School, and the Faculty Senate. The environment and sustainability have been major strategic emphases of USF for several years and there has been administrative support through the hiring of eight environmental engineering faculty members over the past eight years.

Table. Chronology of activities leading to developing the proposal.

Date	Participants	Planning Activity
9/2010	James Mihelcic	Development of pre-proposal for PhD Environmental Engineering
10/01/2010	James Mihelcic, Sarina Ergas	Receive comments from Civil & Environmental Engineering Graduate Coordinator
10/08/2010	Rafael A. Perez, Professor and Associate Dean, Academics and Student Affairs, USF College of Engineering	Dr. Perez notified Dr. Mihelcic that the pre-proposal had been approved after discussion at a meeting with Engineering Dean/Associate Deans and Department Chairs in the College of Engineering
10/13/2010	USF Roundtable/Graduate Executive Coordination Committee	Reviewed by Roundtable/Graduate Executive Coordination Committee
10/21/2010	Carol Hines-Cobb, Assistant Director, Academics University of South Florida Graduate School	Carol Hines-Cobbs of the USF Graduate School notified Dr. Mihelcic that he could proceed with a full proposal
10/28/2010	James Mihelcic, Civil & Environmental Engineering faculty and department chair	Received comments from Civil & Environmental Engineering faculty at department meeting
1/2011	James Mihelcic	Finalize Program Proposal for submission
1/18/2011	James Mihelcic	Contact made with related university programs in Florida
1/25/2010	James Mihelcic met with chair of USF Chemical & Biomedical Engineering, Venkat R. Bhethanabotla	Received recommendations from experience with biomedical engineering program on issues related to allowing advising of students from outside the Department of Civil & Environmental Engineering. Recommendations were incorporated into proposal.
1/25/2011	James Mihelcic, Jeffrey Cunningham, Wayne Echel berger, Sarina Ergas, Peter Stroot, Amy Stuart, Maya Trotz, Daniel Yeh, Qiong Zhang	Draft document reviewed by USF faculty who specialize in environmental engineering faculty for review and comment. All comments were incorporated into the discussion.
1/31/2011	Faculty members of Civil & Environmental Engineering	Department was provided proposal via email for review and comment
2/3/2011	James Mihelcic, Civil & Environmental Engineering faculty and department chair	Discussion and approval at faculty meeting of civil & environmental engineering
2/9/2011	James Mihelcic	Finalize program proposal for submittal
2/17/2011	College of Engineering Department Chairs and Graduate Coordinators	No objections received from College of Engineering. Message forwarded to Dr. Mihelcic by Associate Dean Perez.
2/18/2011	James Mihelcic, USF Associate Vice President, Diversity and Equal Opportunity, USF Dean of Libraries	Approval obtained from USF Associate Vice President, Diversity and Equal Opportunity & USF Dean of Libraries
2/28/2011	James Mihelcic, USF Graduate School (Dean Karen Liller and Carol Hines-Cobbs), USF College of Engineering Rep (Associate Dean Rafael Perez), and CEE Graduate Director (Sarina Ergas)	Meeting between representatives of the Department of Civil & Environmental Engineering, College of Engineering, and Graduate School to discuss current draft of the proposal
3/2/2011	James Mihelcic, Jennifer Collins Graduate Director, USF Department	Jennifer Collins informed Dr. Mihelcic that her graduate committee which represents the Department of Geography,

	of Geography, Environment, and Planning	Environment, and Planning had met to discuss the proposal. She informed him that her department was supportive of the proposal.
5/22/2011	Amy Childress, Chair, Civil & Environmental Engineering, University of Nevada-Reno	Outside review of proposal provided to USF.
6/27/2011	James Mihelcic and ACE Advisory Council	Comments provided by ACE Advisory Council and incorporated into proposal.

Table. Events leading to Implementation of the Proposal.

Fall, 2010	Program planning and development
February 23, 2011	Graduate School Review
March 23, 2011	Submission to Tampa Graduate Council
April 4, 2011	Tampa Curriculum Committee
April 18, 2011	Tampa Graduate Council Meeting
April 25, 2011	Review by the ACE Workgroup
May 22, 2011	Outside review received
June 27, 2011	Discussed at ACE-AC meeting
August 5, 2011	ACE Meeting
August 18, 2011	Board of Trustees/ACE Work Group
October 6, 2011	Board of Trustees Meeting
November 9-10, 2011	Board of Governors Meeting

Program Quality Indicators - Reviews and Accreditation

A. Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

The Department of Civil and Environmental Engineering manages a BS Civil Engineering degree that is accredited by the Accreditation Board for Engineering and Technology (ABET) . Doctoral graduate engineering programs are not accredited by ABET.

The Civil & Environmental Engineering graduate programs were reviewed by two outside academic reviewers during a site visit on January 24, 2011. The reviewers are faculty members at Purdue University and Georgia Tech respectively. A self study report was prepared before the visit (Self-Study Report: Graduate Programs in Civil Engineering and Environmental Engineering, (10/28/10)).

Recommendations made by the two outside reviewers specifically relevant to this proposal include:

1) Improving recruitment of graduate students through interaction of our graduate program with national and international communities. (The recruitment strategy has been addressed above in Section II.E);

2) In regards to space, the physical separation of graduate students has created problems in building a strong community of scholars. This item is addressed in Section X.B because laboratory and graduate student office space will be increased by approximately 5,300 square feet as additional laboratory space is being developed on the first floor of the Interdisciplinary Science building. This plan will have an open floor plan and 28 additional office spaces for doctoral students and postdoctoral research associates.

3) Curriculum

A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

The primary goal of the PhD Environmental Engineering is to allow students to perform specialized training and research, which will result in the award of a doctoral degree that recognizes the student's scholarly competence and ability to conduct and report original and significant environmental engineering research. Ph.D. students may work in one or more of the following specialty areas of Environmental Engineering.

- Water Quality Engineering
- Air Quality Engineering
- Fate and Transport of Contaminants in the Environment
- Waste Management
- Sustainable Design and Sustainable Engineering
- Environmental Biotechnology Applied to Environmental Problems

PhD Graduate Student Outcomes

- Outcome 1. The student has demonstrated competency in the following core fundamentals (physical chemical principles, biological principles, aquatic chemistry, and sustainability) how these core fundamentals can be applied to environmental engineering research and practice.
- Outcome 2. The student has written a dissertation in one of the specialty areas of environmental engineering that presents defensible conclusions drawn from verifiable evidence.
- Outcome 3. The student has written, and had accepted, a minimum of 1 scholarly technical paper to a refereed journal or conference in the area of environmental engineering. The peer reviews indicate that the quality of the research is suitable for publication.
- Outcome 4. The student will demonstrate an ability to formulate and solve complex environmental engineering problems using relevant data and techniques.

Core Competency Learning Objectives

- Estimate quantitatively the distribution of chemicals between environmental phases or compartments
- Identify the most important chemical properties and environmental characteristics that govern how a chemical behaves in the environment and engineered systems
- Assess qualitatively how chemicals in environmental systems will respond to a state of chemical non-equilibrium
- Understand aqueous chemical equilibrium and solve quantitative problems that involve: acid-base equilibrium, heterogeneous equilibria, coordination chemistry, redox reactions, and surface chemistry
- Comprehend literature covering chemical equilibria as it relates to water chemistry of natural and engineered systems
- Understand fundamentals of microbial physiology and metabolism and relationship to engineering design and operation of engineered systems
- Learn to apply current methods of biotechnology to understand engineered bioprocesses as they apply to the fate, transport, and treatment of environmental pollutants, as well as production of renewable bio-based energy.
- Apply engineering fundamentals and principles of sustainable development and green engineering (e.g., life cycle assessment) in the design, construction, operation, and maintenance of engineering projects
- incorporate environmental, societal, and economic considerations and community participation into engineering practice as applied to protection of human health and the environment

B. Describe the admission standards and graduation requirements for the program.

Admission Standards
GPA within major of ≥ 3.3; Overall GPA of ≥ 3.0

GRE: Verbal ≥ 450, Quantitative ≥ 700; Analytical ≥ 4.0

International students must also meet the University's English Language requirements through the TOEFL (> 79) or GRE (> 500 verbal) exams. All students are also required to submit a resume, statement of purpose, and a minimum of two letters of reference. These materials are all reviewed by the graduate admissions committee prior to admission to the program. In addition, doctoral students must be accepted into a research group with a Dissertation advisor in their research area of interest.

Application Deadlines:
Fall admission: February 15; Spring admission: October 15.

Graduate Requirements
The doctoral degree is granted in recognition of high attainment in a specific field of knowledge. It is a research degree and is not conferred solely upon the earning of credit, the completion of courses, or the acquiring of a number of terms of residency, but also the successful completion of scholarly work. The degree will be granted after the student has shown proficiency and distinctive achievement in a specified field, has demonstrated the ability to do original, independent investigation, and has presented these findings with a high degree of literary skill in a dissertation. The Doctoral dissertation committee will consist of at least five members, two of whom must come from the department of Civil and Environmental Engineering, one of whom must be a member of the College of Engineering outside the department of Civil and Environmental Engineering, and one of whom must be outside the College of Engineering. Dissertation committee members must be members of the graduate faculty or be approved by the department, college and graduate school to serve on the committee.

Components of Research Dissertation Considered:
The review of related research and literature is clearly related to the problem statement and research topic. The literature reviewed is sufficient (i.e., there is no missing literature). The content of the review is drawn from acceptable peer-reviewed journals. The review presents a clear understanding of the problem and provides a rationale for the research objectives and approach.

The research design follows logically from the research question. The process by which the data was generated, gathered, recorded and analyzed is appropriate and clearly described. For theoretical projects, a sound analysis including model development, calibration and verification is provided.

The research findings build logically from the problem and the research design, and are presented in a manner that addresses the research questions. All salient data and/or model results are accounted for in the findings. The findings are significant (i.e., high impact) to the field. The interpretations and conclusions are justified by the results.

PhD Graduate Student Outcomes

- Outcome 1. The student has demonstrated competency in the following core fundamentals (physical chemical principles, biological principles, aquatic chemistry, and sustainability) how these core fundamentals can be applied to environmental engineering research and practice.

- Outcome 2. The student has written a dissertation in one of the specialty areas of environmental engineering that presents defensible conclusions drawn from verifiable evidence.
- Outcome 3. The student has written, and had accepted, a minimum of 1 scholarly technical paper to a refereed journal or conference in the area of environmental engineering. The peer reviews indicate that the quality of the research is suitable for publication.
- Outcome 4. The student will demonstrate an ability to formulate and solve complex environmental engineering problems using relevant data and techniques.

PhD Program Graduation Requirements
Total Minimum Hours: 78 (beyond the baccalaureate degree) or **48** (beyond the Master's degree)[24]

Core Requirements
- A minimum of 48 hours coursework are required (excluding directed research and graduate instruction methods) that can include a maximum of 9 hours of independent study. A minimum 15 hours of coursework are required within the area of concentration that includes 4 core courses (no credits of directed research or graduate instruction methods may be used to meet this requirement).
- Minimum of 20 hours of dissertation research[25]
- 10 additional hours of additional coursework, independent study, directed research, dissertation research, or graduate instruction methods

Dissertation Requirements: A minimum of 20 hours of dissertation are required.

Additional Requirements:
- Students will submit and defend a research proposal detailing their planned dissertation research. Normally this is done within four semesters of entrance into the program.
- Students are required to write and submit a scholarly technical paper to a refereed journal or conference. The peer reviews must indicate that the quality of the paper is suitable for publication.

Core Courses (all doctoral students in environmental engineering are required to show competency in the following subjects from a previous degree or coursework taken at USF)
ENV 6002 Physical Chemical Principles (3 credits)
EES 6107 Biological Principles (3 credits)
ENV 6666 Aquatic Chemistry (3 credits)
One sustainability course [e.g., CGN 6933 Green Engineering for Sustainability (3 credits) *or* CGN 6933 Green Infrastructure for Sustainable Communities (3 credits) *or* CGN 6933 Sustainable Development Engineering (3 credits)]

C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

PhD Program Requirements for students with a baccalaureate degree)
Total Minimum Hours: 78 (beyond the baccalaureate degree)[26]

[24] Further requirements may be imposed by the candidate's supervisory committee
[25] Dissertation hours will be taken with the major advisor(s) regardless of their specific department affiliation
[26] Further requirements may be imposed by the candidate's supervisory committee

Core Requirements

- A minimum of 48 hours coursework are required (excluding directed research and graduate instruction methods) that can include a maximum of 9 hours of independent study. A minimum 15 hours of coursework are required within the area of concentration that includes 4 core courses (no credits of directed research or graduate instruction methods may be used to meet this requirement).
- Minimum of 20 hours of dissertation research[27]
- 10 additional hours of additional coursework, independent study, directed research, dissertation research, or graduate instruction methods

Dissertation Requirements: A minimum of 20 hours of dissertation are required.

Additional Requirements:

- Students will submit and defend a research proposal detailing their planned dissertation research. Normally this is done within four semesters of entrance into the program.
- Students are required to write and submit a scholarly technical paper to a refereed journal or conference. The peer reviews must indicate that the quality of the paper is suitable for publication.

Core Courses (all doctoral students are required to show competency in the following subjects from a previous degree or coursework taken at USF)
ENV 6002 Physical Chemical Principles (3 credits)
EES 6107 Biological Principles (3 credits)
ENV 6666 Aquatic Chemistry (3 credits)
One sustainability course [e.g., CGN 6933 Green Engineering for Sustainability (3 credits) *or* CGN 6933 Green Infrastructure for Sustainable Communities (3 credits) *or* CGN 6933 Sustainable Development Engineering (3 credits)]

PhD Program Requirements for students with a Master's degree)
Total Minimum Hours: 48 (beyond the baccalaureate degree)[28]

Core Requirements

- A minimum of 18 hours coursework are required (excluding directed research and graduate instruction methods) that can include a maximum of 9 hours of independent study. (no credits of directed research or graduate instruction methods may be used to meet this requirement).
- Minimum of 20 hours of dissertation research[29]
- 10 additional hours of additional coursework, independent study, directed research, dissertation research, or graduate instruction methods

Dissertation Requirements: A minimum of 20 hours of dissertation are required.

Additional Requirements:

- Students will submit and defend a research proposal detailing their planned dissertation research. Normally this is done within four semesters of entrance into the program.
- Students are required to write and submit a scholarly technical paper to a refereed journal or conference. The peer reviews must indicate that the quality of the paper is suitable for publication.

[27] Dissertation hours will be taken with the major advisor(s) regardless of their specific department affiliation
[28] Further requirements may be imposed by the candidate's supervisory committee
[29] Dissertation hours will be taken with the major advisor(s) regardless of their specific department affiliation

Core Courses (all doctoral students are required to show competency in the following subjects from a previous degree or coursework taken at USF)
ENV 6002 Physical Chemical Principles (3 credits)
EES 6107 Biological Principles (3 credits)
ENV 6666 Aquatic Chemistry (3 credits)
One sustainability course [e.g., CGN 6933 Green Engineering for Sustainability (3 credits) *or* CGN 6933 Green Infrastructure for Sustainable Communities (3 credits) *or* CGN 6933 Sustainable Development Engineering (3 credits)]

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

The time for degree is expected to be three to five years, depending on whether a student has a M.S. degree or not. Incoming students will typically take a course load of approximately 3 courses per semester for their first academic year (range of two to four courses). The four required core courses follow the sequence as shown above. Core requirements can be completed in one academic year. Students will transition to more research credits and less course credits as they advance to through the program. It is expected that incoming doctoral students will defend a research proposal and advance to candidacy within two years of enrollment.

E. Provide a one- or two-sentence description of each required or elective course.

Four Required Core Courses
ENV 6002 Physical Chemical Principles (3 credits) *Investigates how chemical properties, physical processes, and environmental characteristics all influence the fate and transport of chemicals in natural and engineered systems. Includes theory, practical examples, and laboratory experiments.*

EES 6107 Biological Principles (3 credits) *This course improves the student's knowledge and problem solving skills with respect to the Biological Principles used by Environmental Engineers to design biological processes. Students will learn about microbial physiology and metabolism, and current methods used to understand bioprocesses.*

ENV 6666 Aquatic Chemistry (3 credits) *An introduction to the form, structure, and chemical activities of the important processes essential to treatment of domestic and industrial wastewater.*

Sustainability course (students must take one of the following three courses)
CGN 6933 G reen E ngineering f or S ustainability (3 credits) *This course will provide a foundation for green engineering design. Concerns regarding population growth, global warming, resource scarcity, globalization, and environmental degradation have led to an increasing awareness that current engineering design and policy strategies can be engaged more effectively to advance the goal of sustainability. Approaching sustainability from a design perspective requires the need for a fundamental conceptual shift from the current paradigms of product toward a more sustainable system based on efficient and effective use of benign materials and energy.*

CGN 6933 S ustainable D evelopment E ngineering (3 c redits) *Study of applying appropriate and sustainable engineering solutions and technology to control environmental pollutants found in a developing world setting and smaller communities in North America. Concepts of sustainable development are covered. Topics are drawn from several areas of engineering, including water supply, water treatment, water storage, wastewater treatment, materials, solid waste management, construction, and watersheds.*

CGN 6933 Green Infrastructure for Sustainable Communities (3 credits) *Develops core understanding of green design, sustainability principles and infrastructure management. Using the US Green Building Council's Leadership in Energy and Environmental Design (LEED) rating system as a framework, students will learn integrated approaches for smart management of resources and components (e.g., water, energy, sites, transportation, habitat, materials and indoor quality) in the built environment.*

Elective Courses (related to environmental engineering) offered in Civil & Environmental Engineering

ENV5103 Air Pollution Control *Behavior and effects of atmospheric contaminants and the principles of making measurements in the air environment. Basic concepts of meteorology and control technology are discussed. Regulatory aspects and air pollution standards are covered.*

ENV5334 Hazardous Waste Management and Remedial Action (3 credits) *Introduction to hazardous waste management and remediation: RCRA regulatory concepts, definitions, aspects of hazardous waste management from within the plant to final disposal.*

ENV5345 Solid Waste Control (3 credits) *Introduction to solid waste management, including its definition as an umbrella for hazardous waste: regulatory concepts; waste types, quantities, and characterization; collection and recycling; facility siting; disposal; thermal treatment.*

ENV 6105. Air Pollution (3 credits) *A survey of air pollution fundamentals, including physics/chemistry of air pollution, sources and emissions estimation, Gaussian dispersion models, exposures and effects, measurement/monitoring, and management/control.*

ENV6438 Natural & Small Scale Treatment Systems (3 credits) *A study of the theory, analysis and design of natural aquatic systems to treat wastewater. Emphasis is on use of treated and partially treated wastewater or residues to enhance, restore, or create wetlands, as well as land application.*

ENV6614 Quantitative Environmental Risk Analysis (3 credits) *Quantitative approach to the determination of risk. Focus is on environmental and control and protection, but techniques apply widely. Covers assessment of risk factors, failure, contaminant transport, and health effects. Includes discussion of significance, implementation, and policy. Course project involves the development of small risk analysis model.*

ENV 6519 Physical and Chemical Processes in Environmental Engineering (3 credits) *Theory and design of processes used in advanced water and wastewater treatment, including membrane processes, absorption, electrodialysis, ozonation, irradiation.*

ENV6667 Environmental Biotechnology (3 credits) *Study of principles and applications of environmental biotechnology pertaining primarily to biological wastewater treatment and bioremediation. Under principles, we will review the basics of microbiology and cover topics such as electron and oxygen equivalents, stoichiometry, energetics and kinetics of microbial growth, substrate degradation kinetics, suspended- and attached-growth systems, bioreactor concepts for completely-mixed and plug flow systems. Under applications, we will cover treatment processes relevant to environmental engineering, such as lagoons and ponds, activated sludge, biological nutrient removal, membrane bioreactors, trickling filters and rotating biological contactors, fluidized bed reactors, and anaerobic digestion.*

CGN 6933 Seminar in Environmental & Water Resources Engineering (1 credit). *Students will develop a breadth of exposure to topics in environmental and water resources engineering and become familiar with up-to-date approaches to solving environmental and water resources problems.*

CGN 6933 Special topics in Civil and Environmental Engineering (credits variable) (topics include Transport in Porous Media, Community Air Pollution, Environmental Modeling, Groundwater Engineering, Molecular Biology in Engineering , and Air Quality for Environmental & Transportation Engineers and Membrane Technologies for Environmental Engineering)

CGN6941 Graduate Instruction Methods (3 credits) *Special course to be used primarily for the training of graduate teaching assistants.*

CGN 6209 Hydrodynamic Modeling (3 credits) *St. Venant Equations for unsteady flow in open channels; implicit and explicit solution techniques. The use of hydrodynamic modeling for storm water planning and design. Transport-diffusion equations and finite difference solutions.*

CWR 6305 Urban Hydrology (3 credits) *A study of the quantity and quality problems and solution techniques associated with urban runoff.*

CWR 6533 Water Quality Modeling (3 credits) *This course will develop the fundamental principals and concepts of water quality modeling and apply water quality models in a variety of contexts. The mathematical representations of environmental transport and transformation processes will be elucidated. Models of different complexity will be applied to a variety of environmental contexts.*

CWR 6534 Coast and Estuary Modeling (3 credits) *Digital modeling of coastal and estuary systems, currents, tide heights, sediment transport, erosion, date collection, temperature distribution, sources and sinks. Special emphasis on Florida regions.*

CWR 6535 Hydrologic Models (3 credits) *A study of the theoretical principles of hydrologic modeling and an examination of various numerical hydrologic models available. Students will be required to develop and apply computer models.*

CWR 6538 Advanced Hydrologic Models (3 credits) *Present the theoretical and applied concepts of advanced hydrologic modeling and especially integrated surface water/ground water modeling and to examine various numerical hydrologic models used in engineering proactive.*

F. For degree programs in the science and technology disciplines, discuss how industry driven competencies were identified and incorporated into the curriculum and identify if any industry advisory council exists to provide input for curriculum development and student assessment.

The four required core courses described previously for this doctoral environmental engineering degree are deemed by those in practice as knowledge and core competencies important for the understanding and practice of environmental engineering as described in the Environmental Engineering Body of Knowledge (EnvE BOK)[30] (American Academy of Environmental Engineers). This knowledge and core competencies includes: 1) enabling knowledge such as sustainability, 2) skills outcomes such as advanced knowledge and skills essential for professional practice of environmental engineering, and 3) several of the knowledge domains identified as specific areas of essential learning. The skills essential for professional practice in environmental engineering are defined as requiring students in this program to demonstrate competency in the following core fundamentals

[30] The Environmental Engineering Body of Knowledge describes the knowledge and core competencies important for the understanding and practice of environmental engineering. It builds on ABET outcomes applicable to all engineering specialties by adding outcomes specific and unique to environmental engineering.

(physical chemical principles, biological principles, aquatic chemistry, and sustainability) and how these core fundamentals can be applied to environmental engineering research and practice.

The Department of Civil & Environmental Engineering has established an outside advisory board that consists of up to eight outside members from engineering practice, research, and academics. These individuals provide input on the undergraduate and graduate programs offered through the department. These advisory board members are available to provide input to curriculum development and student assessment.

G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.

There is no specialized accreditation for doctoral programs in Engineering.

H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?

The Department of Civil and Environmental Engineering offers a BS Civil Engineering degree that is accredited by the Accreditation Board for Engineering and Technology (ABET).

I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

The program will primarily be delivered through traditional on-campus methods on the main Tampa campus. However, some students may take the opportunity to take classes off campus because several graduate courses are offered through distance learning at USF or by other universities. In addition, research can be conducted in research laboratories and centers located off campus with approval of the student's graduate advisor and committee.

IX. Faculty Participation

A. Use Table 4 to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practice, and supervising thesis or dissertation hours).

See Table 4

b. Use Table 2 to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

See Table 2

C. Provide the number of master's theses and/or doctoral dissertations directed, and the number and type of professional publications for each existing faculty member (do not include information for visiting or adjunct faculty).

Table. Faculty and associated theses/dissertations directed and number of professional publications.

Faculty Name	Number of M.S. theses completed to graduation (and number currently advised)	Number of doctoral dissertations completed to graduation (and number currently advised)	Professional Publications Including all Peer-Reviewed and Others
Jeffrey Cunningham	4 (2)	3 (2)	57
Sarina Ergas	17(7)	4 (4)	69 plus 1 textbook
James R. Mihelcic	77 (21)	9 (6)	105 plus 3 textbooks
Peter Stroot	0 (0)	0 (3)	28
Amy Stuart*	11 (3)	0 (3)	45
Maya Trotz	2 (2)	3 (5)	22
Daniel Yeh	5 (5)	0 (8)	33
Qiong Zhang	5 (3)	2 (4)	30

Dr. Stuart is a faculty member in the Department of Environmental & Occupational Health with a courtesy appointment in Civil & Environmental Engineering.

D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, and qualitative indicators of excellence.

The academic units affiliated with this degree have been very productive and interdisciplinary. Core and elective environmental engineering graduate course enrollment has grown in the past five years from under 20 students to 25-40 students per offering. The department graduate roster from November 2010 showed that the number of graduate students advised by environmental engineering faculty had grown to 33 PhD and 42 MS thesis students. The environmental engineering faculty are also involved in national service as shown in the Table below.

Grant award (on a dollar per faculty basis) in the department has ranged from $80,000 to $170,000 over the past ten years. Example of current funded research within the environmental engineering faculty group exceeds $3.78 million dollars and includes: 1) US Department of Education Doctoral Graduate Fellowship Program at the Water-Energy-Materials-Human Nexus ($783,936); 2) NSF Graduate Scholarships to Achieve Sustainable Infrastructure at the Water/Energy Nexus ($600,000); 3) NSF Career Award on Multi-scale interactions of air

pollution, urban growth, and equity – integrated research methods and informal science teaching ($400,000); 4) NSF Tampa Interdisciplinary Environmental Research ($300,000); 5) NSF MUSES grant for Modeling and Analyzing the Use, Efficiency, Value and Governance of Water as a Material ($298,531); 6) Norwegian Research Council grant to develop a Sustainable Process to Capture and Store CO2 to Increase Production of Biorenewable Energy ($274,000); 7) NSF OISE grants bring students to Bolivia to research Sustainable Water Management ($149,969) and to the UNESCO IHE laboratory in Delft (Netherlands) to research Sustainable Clean Water Technologies for the UN's Millennium Development Goals ($149,937); 8) Water Reuse Foundation Grant to Review Models to Estimate the Carbon Footprint of Water Reuse and Desalination Facilities ($25,000), and 9) a US Green Building Council grant for research on Integrated Building Water Management Modeling ($149,525).

Table. Examples of the engagement of environmental engineering faculty members in national service

Faculty	Example of National Service
Dr. J. Cunningham	• Co-Chair, Association of Environmental Engineering and Science Professors (AEESP) 2011 National Conference (4/2010 – present). • Member, AEESP Thesis Award Committee (2008-2009)
Dr. S. Ergas	• Member, Research Symposium Committee, Water Environmental Federation • Chair Lectures Committee, Association of Environmental Engineering and Science Professors • Board Member, Membrane Specialist Group, International Water Assoc. • Board Member, Association of Environmental Engineering & Science Professors
Dr. J. Mihelcic	• Member, Environmental Protection Agency Science Advisory Board, Environmental Engineering Committee • Member, Environmental Protection Agency Chartered Science Advisory Board, • Board Trustee, American Academy of Environmental Engineers (AAEE) • Past President and Board Member, Association of Environmental Engineering & Science Professors (AEESP)
Dr. A. Stuart	• Vice Chair, Local Technical Committee for the 2011 Annual Meeting, Air &Waste Management Association (Fall 2009)
Dr. P. Stroot	• Faculty Advisor for Florida Water Environment Association
Dr. M. Trotz	• Co-Chair, Association of Environmental Engineering and Science Professors (AEESP) 2011 National Conference (4/2010 – present). • Youth Committee Chair, Caribbean Diaspora for Science, Technology and Innovation (CADSTI) (9/2008 – present). • Invited Observer, United Nations Secretary General's Advisory Board on Water and Sanitation (Bogota, Colombia, 2007 and Tokyo, Japan, 2008).
Dr. D. Yeh	• Member, Industrial Wastes Committee, Water Environment Federation • Co-Chair, National Water Pollution Committee, American Society of Civil Engineers Environment Water Research Institute (ASCE/EWRI) • Core Committee Member, Water Efficiency Technical Advisory Group (WE-TAG), US Green Building Council
Dr. Q. Zhang	• Developed and delivered two workshops at national conferences for American Society of Engineering Education (ASEE) and Association of Environmental Engineering and Science Professors (AEESP) to disseminate the learning suites developed to incorporate sustainability into the engineering education.

X. Non-Faculty Resources

A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.

Overview of USF Libraries, Mission, and Program/Discipline Strengths
The University of South Florida is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award degrees at the baccalaureate, master's, specialist, and doctoral levels, including the Doctor of Medicine. The institution was initially accredited in 1965 and was last reviewed and reaffirmed in 2005. The institution is scheduled to receive its next reaffirmation of accreditation review in 2015.

The University of South Florida's Library System consists of USF's main research library, located on the Tampa Campus; two special libraries, the Hinks and Elaine Shimberg Health Sciences Library and the Louis de la Parte Mental Health Institute Library, which are also located on the Tampa Campus; the Nelson Poynter Memorial Library, USF St. Petersburg; the Jane Bancroft Cook Library, USF Sarasota-Manatee; and the USF Polytechnic Library in Lakeland. Our vision is to become a globally recognized academic library system advancing knowledge through integrated resources, responsive services, research, and instruction. Together, the USF Libraries provide access to more than 2 million volumes and an extensive collection of electronic resources including approximately 6,500 e-journal subscriptions and 800 aggregator databases containing another 53,000 unique e-journal titles, 443,000 e-books, and 826,000 digital images. In addition, students have access to over 45,000 audio/visual materials including videos, CDs, and DVDs.

In addition to extensive electronic and print resources, the USF Libraries offer unique access to primary research materials through the Special and Digitized Collections Department. Specializations include: Holocaust & Genocide Studies, Science Fiction, Oral Histories, Florida Studies, Sacred Leaves medieval manuscripts, literature and book arts, children and young adult literature, sheet music, and rare books. Most special collections are available at the USF Tampa Library.

The library endeavors to develop and maintain a collection that will satisfy the needs for resources that support the undergraduate and graduate curriculum in Environmental Engineering, as well as serve the more specialized demands from graduate students and faculty for advanced research materials.

In addition to the Bachelor of Science in Civil and Environmental Engineering, the Civil and Environmental Engineering Department offers programs at both the master's and Ph.D. levels. Details of undergraduate degree programs include the current list of undergraduate Department Specializations and primary research thrusts: Geotechnical & Geoenvironmental Engineering, Structural & Materials Engineering, Transportation Systems, and Water Resources & Environmental Systems. The details for graduate degree programs, including Coursework Master's Degrees, Thesis Master's Degrees, and Doctoral Degrees are also available online.

Adding a distinct PhD in Environmental Engineering degree more accurately reflect the increased research focus, both at USF and at the national level, and will allow for more accurate comparisons to peer institutions across the country.

USF Libraries' Collections

The library collects current research materials in many subject areas within the Library of Congress subject classifications relating to general, civil, and environmental engineering topics in the call number areas TA1-2040. Library of Congress call number areas for the some of the more specific subject areas, including Hydrology – Water, Engineering (General), Environmental Engineering, Hydraulic Engineering, Environmental Technology, and Water Supply for Domestic and Industrial purposes, are:

▪ Hydrology. Water	GB651-2998
▪ Environmental Sciences	GE1-350
▪ Engineering (General)	TA1-2040
▪ Environmental Engineering	TA170-171
▪ Hydraulic Engineering	TC1-798
▪ Environmental Technology	TD1-1066
▪ Water Supply for Domestic and Industrial purposes	TD201-500

The number of monographs for the above subject areas*

Print: **15,516**
Electronic: **2,394**

The number of serials for the above subject areas*

Print: **769**
Electronic: **756**

* Numbers compiled using *WorldCat Collection Analysis Tool*

eBook Collections include: Springer eBook collection in Engineering, Springer eBooks in Earth and Environmental Sciences, Elsevier, Annual Reviews, NetLibrary, Ebrary, and Referex.

Online journals in the research fields of Environmental Engineering include the following subject areas: Environmental Pollution, Environmental Protection, Environmental Technology, Water; General, Groundwater, Global Sustainability (including Environmental Policy & Economic Development, Sustainable Development), Hydrology, and Public Health.

Notable online journals*, owned by the USF Libraries (and associated impact factors) include: *Applied Catalysis B – Environmental* (5.252), *Environmental Science & Technology* (4.630), *Water Research* (4.355), *Journal of Hazardous Materials* (4.144), *International Journal of Greenhouse Gas Control* (3.644), *Environmental Modelling & Software* (3.085), *Indoor Air* (2.891), *Ecological Engineering* (2.745), *International Journal of Life Cycle Assessment* (2.636), *Ambio* (2.486), *Waste Management* (2.433), *Environmental Chemistry Letters* (2.109), *Resources Conservation and Recycling* (1.987), *Journal of Cleaner Production* (1.867), *Building and Environment* (1.797), *Journal of the Air & Waste Management Association* (1.670), *Environmental Geochemistry and Health* (1.622), *Journal of the American Water Resources Association* (1.618), *Journal of Polymers and the Environment* (1.571), *Stochastic Environmental Research and Risk Assessment* (1.419).

* Top Twenty Journals in Engineering, Environmental with ISI Impact Factors – 2009 JCR Journal Citation Reports – Science Edition.

EJournal Packages include: SpringerLink, Science Direct, Wiley Online Library, JSTOR General Science, IEEE Xplore, GeoScienceWorld, OVID, SAGE Journals Online, and others.

Subject *	Books	eBooks	Total Books	Journals	eJournals	Total Journals
Biology	25,324	2.564	**27,888**	767	1,300	**2,067**
Chemistry	8,449	914	**9,363**	283	419	**702**
Engineering	50,884	8,072	**58,956**	3,047	2,781	**5,828**
Geography & Earth Sciences	18,435	2,202	**20,637**	893	739	**1,632**
Mathematics & Statistics	22,967	3,210	**26,177**	509	628	**1,137**
Public Health	10,577	902	**11,479**	4,944	2,164	**7,108**

*

Nu

mbers compiled using *WorldCat Collection Analysis Tool*

Number of Electronic Databases in Environmental Engineering - There are over 30 existing databases that directly cover topics in Environmental Engineering, including:

Applied science & technology full text
ASTA indexes the latest findings in every area of science, engineering, and technology covering trade and industrial publications, journal issues by professional and technical societies, and specialized subject periodicals.
ASCE research library
The ASCE research library is a comprehensive online tool for locating articles of interest across all disciplines of civil engineering. It provides access to more than 18,500 full-text papers from thirty ASCE journals and over 75 conference proceedings.
Civil engineering abstracts
Indexes and abstracts approximately 3000 serial titles as well as numerous non-serial publications in civil engineering and its complementary fields, including forensic engineering, management and marketing of engineering services, engineering education, theoretical mechanics and dynamics, and other related fields.
Compendex (1884-) (Engineering Village)
Compendex on the Engineering village 2 platform is the most comprehensive bibliographic database of engineering research available today, containing over ten million references and abstracts taken from over 5,000 engineering journals, conferences and technical reports.
Corrosion abstracts
Corrosion Abstracts provides the world's most complete source of bibliographic information in the area of corrosion science and engineering. International sources of literature are scanned and abstracted in the areas of general corrosion, testing, corrosion characteristics, and preventive measures.
EIS, digests of environmental impact statements
The federal government issues hundreds of environmental impact statements each year and this one resource provides detailed abstracts of all of those statements, also indexing them for easy reference. EIS extracts the key issues from complex government-released environmental impact statements.
Environmental engineering abstracts
Environmental engineering abstracts covers the world literature pertaining to technological and engineering aspects of air and water quality, environmental safety, and energy production. More than 700 primary journals are thoroughly indexed and abstracted. Over 2,500 additional sources are also indexed.

Environmental sciences & pollution management
This multidisciplinary database, provides unparalleled and comprehensive coverage of the environmental sciences. Abstracts and citations are drawn from over 4000 scientific journals and thousands of other sources including conference proceedings, reports, monographs, books and government documents.
Health and safety science abstracts
This database covers the latest perspectives on topics of widespread concern such as aviation and aerospace safety, environmental safety, nuclear safety, medical safety occupational safety, and ergonomics.
IEEE Xplore
Provides full-text access to IEEE transactions, IEEE and IEE journals, magazines, and conference proceedings published since 1988, and all current IEEE standards; brings additional search and access features to IEEE/IEE electronic library users.
International critical tables of numerical data, physics, chemistry, and technology
This classic and well-known reference was originally published for the National Research Council in 7 volumes. It contains an enormous amount of critical data on inorganic and organic compounds, and pure substances.
National Technical Information Service
The National Technical Information Service is the federal government's central source for the sale of scientific, technical, engineering, and related business information produced by or for the U.S. government and complementary material from international sources.
Pollution abstracts
This database provides fast access to the environmental information necessary to resolve day-to-day problems, ensure ongoing compliance, and handle emergency situations more effectively. Pollution Abstracts combines information on scientific research and government policies in a single resource.
Referex: Chemical, petrochemical and process engineering
Referex: Chemical, petrochemical and process provides the leading titles in energy, chemical engineering, chemical hazards, process engineering, oil and gas engineering, and environmental engineering.
Referex: Mechanical engineering and materials
Referex: Mechanical engineering and materials is a collection of handbooks, professional resources, and practical guides covering automotive, aeronautical, and marine engineering, metallurgy, tribology, maintenance, quality systems, health and safety.
Risk abstracts
Risk abstracts encompasses risk arising from industrial, technological, environmental, and other sources, with an emphasis on assessment and management of risk. The journal includes occasional articles on topics of significant interest.
Safety science & risk abstracts
Bibliographic citations and abstracts across the fields of public health, safety, and industrial hygiene. Cited studies are geared to help researchers identify, evaluate, and eliminate or control risks and hazards from environmental and occupational situations. Major areas of coverage include: ...
ScienceDirect
A web database for scientific research that contains the full text of more than 1000 Elsevier Science journals in the life, physical, medical, technical, and social sciences available throughout the Internet. Contains abstracts and articles from the core journals in major scientific disciplines.
SpringerLink
Provides online access to full text of journals from the Springer Publishing Group.
Toxicology abstracts
This database covers issues from social poisons and substance abuse to natural toxins, from legislation and recommended standards to environmental issues. Major areas of subject coverage include: pharmaceuticals, food, additives, and contaminants, agro-chemicals, cosmetics, toiletries, and other related fields.
TOXLINE
This database covers the pharmacological, biochemical, physiological, and toxicological effects on drugs and

other chemicals. Major areas of subject coverage include: air pollution, antidotes, biological and adverse effects of drugs, carcinogenesis via chemicals, and chemically-induced diseases.

TOXNET

A cluster of databases on toxicology, hazardous chemicals, and related areas.

Van Nostrand's scientific encyclopedia

Originally published in 1938, and now in its ninth print edition, Van Nostrand's scientific encyclopedia (VNSE) has long held the reputation as one of the most authoritative and accessible general scientific references available.

Water resources abstracts

The database concentrates on water supply and water treatment; major areas of subject coverage include: groundwater, lakes, estuaries, erosion and sedimentation, water supply and conservation, desalination, water yield improvement, water quantity management and control, watershed protection, and other fields of water research.

Web of science

The ISI Web of Science provides seamless access to the Science Citation Expanded®, Social Sciences Citation Index®, and Arts & Humanities Citation Index™. It enables users to search current and retrospective multidisciplinary information from approximately 8,500 of the most prestigious, highly cited journals.

Wiley Online Library

Features over 1,000 journals, major reference works, online books, Current Protocols laboratory manuals, and databases as well as a suite of professional and management resources.

Related Databases – College of Engineering, the schools of Geography, Environment and Planning and Environmental Science and Policy, as well as the Natural Sciences & Mathematics (SNSM)

Due to its highly multidisciplinary nature, the resources utilized by students and faculty in the PhD Environmental Engineering program would be closely aligned with a number of other program and subject areas. In addition to overlap with other resources provided for the College of Engineering, there would also be heavy overlap with the emerging School of Global Sustainability, Global Change Science, and other emerging initiatives. The related disciplines included in these research clusters include: Geography, Geology, Environmental Science & Policy, Engineering, Chemistry, Biology, Medicine, Public Health, and Mathematics & Statistics.

In addition to the databases in the environmental and engineering sciences, the USF Libraries support this research focus by providing access to the following premier databases and journals in related science disciplines: **BIOSIS Previews** (Biology), **SciFinder Scholar** (Chemistry), **Ecology Abstracts** (ESP), **GeoRef** (Geology,) **GEOBASE** (Geography), **MathSciNet** (Mathematics & Statistics), **Medline** (Medicine), **CINAHL** (Public Health), **IEEE Xplore** (Engineering), **ProQuest Dissertations & Theses** (full text).

Datasets, Maps & GIS

The USF Library is one of the founding partners of the Karst Information Portal (KIP), which is an open-access digital library linking scientists, managers, and explorers to a knowledge base of highly interdisciplinary research information on hydrology and karst environments. The USF Libraries have also established a central repository for unbiased information and data on the BP Deepwater Horizon oil spill in the Gulf of Mexico. The Gulf Oil Spill Information Center (GOSIC) provides access to the latest information on the Gulf oil spill, published research and grey literature on the topic. GOSIC has also laid the groundwork for formation of a repository for geospatial data associate with the oil spill. This geo-spatial portal will also provide other STEM (Science, Technology, Engineering, & Mathematics) disciplines, including topics related to environmental engineering, with a repository for the data sets needed to support their research.

Government Documents

The USF Tampa Library is a designated Federal Depository Library. The materials that are received from the Government Printing Office are selected based on the research needs of the university. The library routinely receives publications from the Department of Interior, the United States Geological Survey, the Environmental

Protection Agency and the Department of Agriculture, which include research surveys, technical reports, statistical data, and maps. In addition to recent publications, the library also maintains an historical collection of research materials in the natural sciences.

Expenditures

In any given year, the USF Libraries materials budget is pushed to its limit. The rising cost of continuing journal subscriptions, the need for new research materials, and requests for access to online data sets are part of the daily landscape. A large portion of the USF Libraries' $6.2 million budget supports the continuation of the electronic resources. The biological sciences are well represented throughout the USF Libraries electronic collections. The USF Libraries recognize the need to continue their support for research and teaching within the STEM disciplines and have included several STEM initiatives in their strategic goals. The Karst Information Portal and the Gulf Oil Spill Information Center are more outward examples of the USF Libraries' commitment to science and technology. Another primary research area that has been identified is Global Change Science. The USF Library has also included Global Change Science as one of its strategic goals and is currently working on the development of collections in marine and freshwater ecological research to provide research support for the study of the effects of climate change on plant and animal habitats. These current expenditures support a large portion of the needs of students, faculty, and other researchers of this proposed new PhD in Environmental Engineering.

Summary Statement

Recognizing the value and importance of research in environmental engineering, the USF Libraries will continue a sustained level of support for doctoral research in this field, along with allied and associated subject areas and disciplines. Within the next five years, the expectation would be for a continued level of support for this discipline. An increase in the cost of the library's journal subscriptions would be anticipated with typical annual increases of 3-6 %. The acquisition of additional resources would have to be balanced against the research needs of other academic disciplines on campus within the confines of any budgetary restraints that the university could face during the next five years.

Matt Torrence

Title: Assistant Librarian, Academic Services

Date: February 15, 2011 Email: torrence@usf.edu

Reviewed by:

Cheryl McCoy, Coordinator of Collection Development, USF Libraries

Date: Email: cmccoy@usf.edu

Approved by:

Todd Chavez, Director of Academic Resources, USF Libraries

Date: Email: tchavez@usf.edu

As of February, 2011, the collections of the USF Tampa Library and affiliates are sufficient to support a PhD Environmental Engineering program and research endeavors. Sustained annual investments to maintain the recurring elements of this collection and to purchase newly published materials are required to preserve sufficiency. With escalating costs, typical annual increases of 3-6% are likely. Strategic investments are required as new faculty are hired and areas of emphasis evolve.

Certified by:

William Garrison, Dean of USF Libraries

Date: 9/6/11 Email: wgarrison@usf.edu

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.

The collections of the USF Tampa Library and affiliates are sufficient to support a PhD Environmental Engineering program and research endeavors. The USF Tampa Library makes sustained annual investments to maintain the recurring elements of the collection and to purchase newly published materials required to preserve sufficiency. Strategic investments are made as new faculty are hired and areas of emphasis evolve. No additional library resources are required to implement and/or sustain the proposed program through Year 5 because the library already provides support for the MS Environmental Engineering programs and for PhD Civil Engineering students who specialize in environmental engineering.

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

No new courses are being created as part of this proposal. Existing graduate courses are currently taught in buildings throughout the USF campus.

The Environmental Engineering program at USF maintains over 3,500 square feet of research laboratory space, providing state-of-the-art analytical and experimental equipment for chemical and biological research. A separate laboratory (approximately 500 square feet) is dedicated for pilot plant research. The laboratories are equipped with hoods and bench space to accommodate approximately 30 research students. This laboratory and graduate student office space will be increased by approximately 5,300 square feet as there is currently development of additional laboratory space on the first floor of the IDR building. We plan to have an open floor plan, with separate laboratories for trace water quality analysis, appropriate technology, and environmental microbiology. There is a plan to add 28 office spaces for doctoral students and postdoctoral research associates in the new Interdisciplinary Research Building (IDRB) space.

Analytical instrumentation available includes a Perkin-Elmer Clarus 500 GC with autosampler, ECD and FID, a Gow Mac 580 Gas Chromatograph with TCD, a Metrohm 850 professional AnCat IC system, a Shimadzu TOC/TON analyzer, pH, ISE and DO meters and automatic titrators. Field sampling equipment includes battery operated pumps, Van Dorn surface water sampler, Van Veen bottom grab sampler, soil corer, Quanta Hydrolab multimeter probe (pH, DO, T, TDS, Turbidity, Depth) and a variety of handheld meters.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2. Do not include costs for new construction because that information should be provided in response to X (J) below.

None needed.

E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

Analytical instrumentation available includes a Perkin-Elmer Clarus 500 GC with autosampler, ECD and FID, a Gow Mac 580 Gas Chromatograph with TCD, a Metrohm 850 professional AnCat IC system, a Shimadzu TOC/TON analyzer, pH, ISE and DO meters and automatic titrators. Field sampling equipment includes battery

operated pumps, Van Dorn surface water sampler, Van Veen bottom grab sampler, soil corer, Quanta Hydrolab multimeter probe (pH, DO, T, TDS, Turbidity, Depth) and a variety of handheld meters.

F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2. N/A

None needed.

G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2. N/A

None needed.

H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2.

There is no plan to allocate additional resources to the department or college to support doctoral students. The College and Department will continue to make a concerted effort to locate graduate research assistantships and other forms of external support for students as was discussed earlier in this proposal. Any student enrolled in the proposed program will be considered for a teaching or research assistant appointment, regardless of the home department of their major graduate advisor(s). Each research faculty members normally supported two or more research assistants. Thus, the Department typically supported 40-80 research assistants per year. Recently, the Provost instituted an initiative to increase the number of PhD students in Engineering. Under this program, the Department brought in 23 new doctoral students to the Department in fall 2010. The support for these new PhD students is $15,000/year. Year 1 and Year 5 allocations are shown in Table 2.

I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek more sites in Years 1 through 5.

Opportunities are available for doctoral students to conduct research and be trained at many federal laboratories; or example, Environmental Protection Agency (EPA), Department of Energy (DOE), National Oceanic & Atmospheric Administration (NOAA), and United States Geological Survey (USGS). In addition, the American Association for the Advance of Science (AAAS) provides opportunities for graduates of environmental engineering programs to be placed for fellowships with federal agencies in the Washington, D.C. area. Some federal funding is available to support students in such programs. In addition, some doctoral students will have their research occurring at local municipal water treatment, stormwater management, and wastewater treatment facilities which provides students opportunities to interact with practitioners.

The Department supports several international opportunities for its graduate students. Two programs are supported by NSF funding and allow students to travel abroad for research and training. The first program supports students to travel to the UNESCO-IHE Water Laboratory (Delft, Netherlands) to conduct research to develop technologies to meet the Millennium Development goals related to water and sanitation. The second NSF-supported program allows students to travel to Bolivia to conduct research in environmental engineering that is related to sustainable development. Our department also has a graduate partnership with the U.S. Peace Corps through the Master's international program where students spend 2+ years overseas working as a water sanitation engineer, while also conducting field research with a developing world focus. The program has been in existence

for 2.5 years and has already attracted 33 domestic graduate students, who come from 31 universities that represent 21 states. One current doctoral student is currently integrating her doctoral degree with the Peace Corps experience.

J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.

Not applicable

TABLE 1-B
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Graduate Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	0	0	0	0	0	0	0	0	0	0
Students who transfer from other graduate programs within the university**	25	18.75	18	13.5	15	11.25	12	9	5	3.75
Individuals who have recently graduated from preceding degree programs at this university	2	1.5	2	1.5	2	1.5	4	3	8	6
Individuals who graduated from preceding degree programs at other Florida public universities	1	0.75	5	3.75	5	3.75	5	3.75	6	4
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	0	0
Additional in-state residents***	0	0	0	0	4	3	4	3	5	3.75
Additional out-of-state residents***	0	0	2	1.5	5	3.75	5	3.75	8	6
Additional foreign residents***	2	1.5	3	2.25	4	3	5	3.75	8	6
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	**30**	**22.5**	**30**	**22.5**	**35**	**26.25**	**35**	**26.25**	**40**	**29.5**

* List projected yearly cumulative ENROLLMENTS instead of admissions
** If numbers appear in this category, they should go DOWN in later years.
*** Do not include individuals counted in any PRIOR category in a given COLUMN.

TABLE 2
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1						Year 5				
	Funding Source						Funding Source				
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Subtotal E&G and C&G	Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Subtotal E&G and C&G
Faculty Salaries and Benefits	129,767	0	0	0	0	**$129,767**	141,456		0	0	**$141,456**
A & P Salaries and Benefits	0	0	0	0	0	**$0**	0	0	0	0	**$0**
USPS Salaries and Benefits	0	0	0	0	0	**$0**	0	0	0	0	**$0**
Other Personnel Services	0	0	0	0	0	**$0**	0	0	0	0	**$0**
Assistantships & Fellowships	0	0	0	0	450,000	**$450,000**	0	0	0	594,000	**$594,000**
Library	0	0	0	0	0	**$0**	0	0	0	0	**$0**
Expenses	0	0	0	0	0	**$0**	0	0	0	0	**$0**
Operating Capital Outlay	0	0	0	0	0	**$0**	0	0	0	0	**$0**
Special Categories	0	0	0	0	0	**$0**	0	0	0	0	**$0**
Total Costs	**$129,767**	**$0**	**$0**	**$0**	**$450,000**	**$579,767**	**$141,456**	**$0**	**$0**	**$594,000**	**$735,456**

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

Faculty and Staff Summary

Total Positions (person-years)	Year 1	Year 5
Faculty	1.1	1.16
A & P	0	0
USPS	0	0

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	$129,767	$141,456
Annual Student FTE	22.5	29.5
E&G Cost per FTE	$5,767	$4,795

Worksheet Table 2 Budget

TABLE 3
ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
Total Department Costs	778,943	$129,767	$649,176
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
Totals	$778,943	$129,767	$649,176

Worksheet Table 3 Reallocation

TABLE 4
ANTICIPATED FACULTY PARTICIPATION

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	Jeffrey Cunningham Civil & Environmental Engrg	Asst. Prof.	Tenure	fall 2011	9	1.00	16.00	0.12	9	1.00	17.50	0.13
A	Sarina Ergas Civil & Environmental Engrg	Assoc. Prof.	Tenure	fall 2011	9	1.00	25.00	0.19	9	1.00	25.00	0.19
A	James Mihelcic Civil & Environmental Engrg	Prof.	Tenure	fall 2011	9	1.00	25.00	0.19	9	1.00	25.00	0.19
A	Peter Stroot Civil & Environmental Engrg	Asst. Prof.	Tenure	fall 2011	9	1.00	16.00	0.12	9	1.00	17.50	0.13
A	Amy Stuart Civil & Environmental Engrg	Asst. Prof.	Tenure	fall 2011	9	1.00	16.00	0.12	9	1.00	17.50	0.13
A	MayaTrotz Civil & Environmental Engrg	Assoc. Prof.	Tenure	fall 2011	9	1.00	16.00	0.12	9	1.00	17.50	0.13
A	Daniel Yeh Civil & Environmental Engrg	Asst. Prof.	Tenure	fall 2011	9	1.00	16.00	0.12	9	1.00	17.50	0.13
A	Qiong Zhang Civil & Environmental Engrg	Asst. Prof.	Tenure	fall 2011	9	1.00	16.00	0.12	9	1.00	17.50	0.13
	Total Person-Years (PY)							**1.10**				**1.16**

Faculty Code		Source of Funding	PY Workload by Budget Classsification Year 1	Year 5
A	Exisitng faculty on a regular line	Current Education & General Revenue	1.10	1.16
B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.00	0.00
C	New faculty to be hired on a new line	New Education & General Revenue	0.00	0.00
D	Existing faculty hired on contracts/grants	Contracts/Grants	0.00	0.00
E	New faculty to be hired on contracts/grants	Contracts/Grants	0.00	0.00
		Overall Totals for	**Year 1 1.10**	**Year 5 1.16**

Worksheet Table 4 Faculty

Amy E. Childress, PhD
Professor and Chair
University of Nevada, Reno
Department of Civil and Environmental Engineering
Reno, Nevada 89557
Tel) 775-784-6942
amyec@unr.edu
http://unr.edu/homepage/amyec/

University of Nevada, Reno

May 22, 2011

Dr. Karen D. Liller, Ph.D.
Dean of the Graduate School and Associate Vice President for Research and Innovation
University of South Florida
4202 E. Fowler Avenue
Tampa, FL 33620

Dear Dr. Liller,

In response to the request to provide an external review of the University of South Florida's (USF's) proposal to offer a PhD in Environmental Engineering, I am providing the following report. Prior to the report, I will briefly introduce myself. I am currently Professor and Chair of the Department of Civil and Environmental Engineering at the University of Nevada, Reno. From my attached CV, you will note that I am currently on the Environmental Engineering Foundation (EEF) Board of Directors and in 2007-2008 I was president of the Association of Environmental Engineering and Science Professors (AEESP). I am familiar with the University of South Florida's program and faculty through a visit two years ago and by reading the proposal provided to me. I am also familiar with the program because I have been impressed with its recent growth and notable hires.

Need for Program Nationally

Environmental engineering is a diverse profession that has historically been housed in Civil Engineering and Chemical Engineering, and also in Agricultural Engineering and Mining/Geological Engineering departments. More recently, the field of environmental engineering has become more distinct and has undergone significant growth – most likely as its focus has shifted from control of existing pollution problems to prevention of problems and addressing emerging public health concerns. Indication of this growth and projections for the future are comprehensively indicated in the proposal by the following statements:

- The U.S. Bureau of Labor Statistics predicts this field to have the highest growth of all engineering disciplines between now and 2018
- CNNMoney.com reports it as the 5th best job available out of 100 ranked (Civil Engineering was ranked 6th)

- Empower Me Magazine lists it as one of five "hottest green, environmental and infrastructure jobs for the next 10 years

Potential Student Employment

The Chronicle of Higher Education (http:/chronicle.com, July 10, 2009, v. 55(41), p.B22) reported a list of "some of the academic fields...experts believe will be "hot" over the coming decade." Among the predicted hot academic jobs are those in green chemistry, energy, gerontology, education, nanotechnology, health policy, information technology, and engineering. A total of 662,000 faculty jobs are expected to become available in these fields from 2006 to 2016 according to the U.S. Bureau of Labor Statistics. Specifically, a 25-percent growth is expected for environmental engineering faculty positions. This expected growth for academic positions mirrors the fast growth expected for the general field of environmental engineering. Over the 2010-2011 academic year, there were more than 80 open academic positions in environmental engineering. These included tenured, tenure-track, and research faculty positions in areas such as advanced disinfections processes, microbial ecology, membranes or desalination, and treatment processes. These positions exist in universities and institutions nationally and worldwide. In addition to academic faculty positions, graduates from the proposed PhD program would be well-equipped to pursue research careers at national or private laboratories and to perform specialized job functions at engineering consulting firms.

Core Courses and Capacity to Offer Courses

Clearly, an increasing number of well-prepared PhD students are needed. USF already has approximately 30 PhD students who are concentrating in environmental engineering, some of whom may go on to fill these academic positions. To provide them with a PhD specifically in environmental engineering would give greater identity to these students and to the program. It would also distinguish the USF program from the majority of other PhD programs that offer specialization in environmental engineering but not a PhD in environmental engineering specifically.

The four core courses for this program have been identified as:

- Physical and Chemical Processes
- Biological Principles
- Aquatic Chemistry
- A Sustainability Course

The first three of these courses are common to most programs in environmental engineering; however, the sustainability course is unique and serves as another distinguishing factor for this program. The three options for satisfying the sustainability component clearly reflect the competency of the environmental engineering faculty members in one of the more cutting-edge and compelling aspects of the field.

Faculty Qualifications

As mentioned in the proposal – and has been evident to the environmental engineering community – USF has invested considerable resources in hiring eight top-quality faculty members focused on environmental engineering. Clearly these faculty members are maintaining high levels of research productivity and consequently, they are mentoring relatively high numbers of PhD students. This is not only an important criteria in tenure and promotion for the individual faculty members, but also in national rankings. The high PhD productivity per faculty merits acknowledgment and to proceed with offering a PhD in Environmental Engineering would not only provide acknowledgment, but would also be an outstanding recruiting tool for future PhD candidates. Furthermore, from the grant funding described in the proposal, the faculty members are successfully pursuing federally-competitive graduate fellowship and scholarship grant programs that will further assist in recruitment of top PhD candidates. In addition to the fellowship and scholarship grant programs, the faculty have also been successful in competing for funding from numerous other granting programs/agencies.

Quality of Resources

The strength of a graduate program is a reflection of the quality of the faculty and their research programs; the overall faculty and research quality at USF is very high. The existing space, equipment, supplies, and library materials are more than adequate to support the program. Most notably, dedicated space for pilot plant research is critical given the research programs of the faculty members. Also, the plans to increase laboratory space to 5,000 sq ft with an open floor plan is advantageous for further development of the research program.

The faculty and these resources are what enabled USF to win a competitive proposal to host the Association of Environmental Engineering and Science Professors' 2011 Education and Research Conference. This Conference will give USF the opportunity to showcase their program and to gain national recognition for their unique and distinguished program in environmental engineering.

Regional Significance of Program

In addition to having the necessary resources to maintain a highly effective program, the University of South Florida is in an ideal location in terms of the regional significance of environmental engineering. The state of Florida leads the nation in desalination capacity. Population growth and the increasing demand for water, coupled with the State's vulnerability to drought events, are compelling water planners to also consider wastewater reuse. For this reason, a program addressing urban water infrastructure and environmental protection is not only a national, or international need, but a serious regional need as well.

In closing, I would like to say that this was an extremely well-written proposal that clearly documents the need for this degree program and its high level of readiness. The ability to offer a PhD in Environmental Engineering would give greater identity to this program and its graduates which would, in turn, be useful in future recruiting of high quality graduates and further gain in national rankings and visibility.

Sincerely,

Amy Childress

Amy Childress
Professor and Chair

Cc: Dr. William Carpenter, Chair of Civil and Environmental Engineering
Dr. John M. Wiencek, Dean of Engineering

UF | UNIVERSITY of FLORIDA

Office of the Provost
and Senior Vice President

235 Tigert Hall
PO Box 113175
Gainesville FL 32611-3175
352-392-2404 Tel
352-392-8735 Fax

August 1, 2011

Dr. Ralph Wilcox
Executive Vice President & Provost
University of South Florida
4202 E Fowler Avenue, CGS 401
Tampa, FL 33620

Dear Ralph,

Your graduate dean wrote asking for UF's endorsement of USF's proposal to create a doctoral degree in Environmental Engineering. We have no objection to the creation of this degree, and, in fact, we believe that it will contribute to the State's goal of increased production of STEM graduates. In particular, additional doctorally-trained engineers will improve the climate for innovation and industry in the state.

Sincerely yours,

Joseph Glover
Provost

JG/cdm

University of Central Florida

Office of the Provost and Vice President
for Academic Affairs

July 20, 2011

Dr. Ralph Wilcox
Provost and Executive Vice President
University of South Florida
Tampa, FL

Dear Provost Wilcox:

I write in support of the proposed Ph.D. program in Environmental Engineering at the University of South Florida. While the addition of this program at USF may impact enrollment in UCF's Environmental Engineering program, any impact is expected to be minor.

We wish you the best with the proposed new program and would welcome opportunities to collaborate in both instruction and research.

Sincerely,

Tony G. Waldrop, Ph.D.
Provost and Vice President for Academic Affairs
Professor of Biomedical Sciences

P.O. Box 160065 • Orlando, FL 32816-0065 • (407) 823-2302 • FAX (407) 823-5407

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Provost and Vice President for Academic Affairs
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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 9, 2011

SUBJECT: Ph.D. in Biomedical Sciences (CIP 26.0102) at Florida International University

PROPOSED COMMITTEE ACTION

Consider approval of the Doctor of Philosophy (Ph.D.) in Biomedical Sciences at Florida International University, CIP Code 26.0102.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

Florida International University (FIU) is proposing to offer a Ph.D. degree program in Basic Biomedical Sciences. The core of the Ph.D. Graduate Program will be composed of the Basic Science Departments in the Herbert Wertheim College of Medicine (HWCOM): the Department of Human and Molecular Genetics, the Department of Molecular Microbiology and Infectious Diseases, the Department of Cellular Biology and Pharmacology and the Department of Immunology. According to the proposal, strong programs in these areas are essential to the development of research-based medical school programs and, thus, will strengthen FIU's new medical school and the overall growth of the college and university.

The total number of credit hours required for completion of the proposed program is 81, and a dissertation is required. The curriculum includes required courses fundamental for understanding biomedical and translational sciences, providing elective courses selected in consultation with the dissertation advisor and the Program Director. Letters of support for the proposed program have been provided by FSU, USF, UF, and UCF who have similar programs associated with their medical schools.

The FIU Board of Trustees approved the program on September 8, 2011. If approved by the Board of Governors, USF will implement the program in Fall 2012.

Supporting Documentation Included: Staff Analysis and Program Proposal

Facilitators/Presenters: FIU Representatives

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BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
NEW DOCTORAL DEGREE PROPOSAL STAFF ANALYSIS

Program: Ph.D. in Basic Biomedical Sciences **CIP Code:** 26.0102

Institution: Florida International University **Proposed Implementation Date:** Fall 2012

Staffed By: Shanna Autry, Tonya Bujak **Initial Review Date:** 09/09/11 **Last Update:** 10/13/11

Estimated Costs:

	Total	% & $ Current Reallocated	% & $ New Recurring	% & $ New Non-Recurring	% & $ C&G	Cost per FTE	SUS 09-10 Average Cost per FTE
Year 1	$289,402	23% $67,665	67% $193,522	0% $0	10% $28,214	$69,650	$18,267 26 CIP
Year 5	$1,834,312	20% $373,863	30% $561,019	0% $0	50% $899,430	$49,860	

Projected FTE and Headcount are:

	Student Headcount	**Student FTE**
First Year	5	3.75
Second Year	10	7.5
Third Year	15	11.25
Fourth Year	20	15
Fifth Year	25	18.75

On March 29, 2007, the Florida Board of Governors approved BOG Regulation 8.011, which sets forth criteria for implementation and authorization of new doctorates by the Board of Governors, as well as criteria for implementation and authorization of Bachelor's, Master's and Specialist degrees by Boards of Trustees. The following staff analysis is an assessment of how well the university meets BOG Accountability and Readiness criteria for implementation of this degree program.

Proposal Page Numbers:

INTRODUCTION		**ACCOUNTABILITY**		**READINESS**				
Program Description	**System Analysis**	**Overall**	**Budget**	**Mission and Strength**	**Program Quality**	**Curriculum**	**Faculty**	**Resources**
2	2	4	5	0	6	7	7	8

A. Program Description:

Florida International University (FIU) is proposing to offer a Ph.D. degree program in Basic Biomedical Sciences. This program is designed to create a distinctive learning experience for graduate students by offering the introductory basic science portion of the medical curriculum side-by-side with medical students. The core of the Ph.D. Graduate Program will be composed of the Basic Science Departments in the Herbert Wertheim College of Medicine (HWCOM): the Department of Human and Molecular Genetics, the Department of Molecular Microbiology and Infectious Diseases, the Department of Cellular Biology and Pharmacology and the Department of Immunology. According to the proposal, strong programs in these areas are essential to the development of research-based medical school programs and, thus, will strengthen FIU's new medical school and the overall growth of the college and university.

The total number of credit hours required for completion of the proposed program is 81, and a dissertation is required. The curriculum includes required courses fundamental for understanding biomedical and translational sciences, providing elective courses selected in consultation with the dissertation advisor and the Program Director. Graduate students will take core medical courses side-by-side with the medical students, providing a background in and appreciation of biomedical sciences.

B. System-Level Analysis and Evaluation in accordance with BOG Regulation 8.011:

The FIU proposal explains that Basic Biomedical Science is the fundamental basis of preparing graduate students for academic careers in medical research and for the flourishing biotechnology industry of the Miami-Dade region and the State of Florida. In addition, it will contribute to the training of generations of young scientists in the medical features of cell biology, pharmacology, biochemistry, cancer biology, molecular biology, human genetics, pathology, immunology, neurology, medical microbiology and infectious diseases. The proposal makes the argument that the growth of biomedical research on a national level highlights the need for doctoral-level biomedical science programs.

The aim of FIU's proposed Ph.D. in Basic Biomedical Sciences program is to train future scientists who can be independent investigators in either industry or academia. According to the proposal, the doctoral program will directly support the following goals of the State University System Board of Governors Strategic Plan:

- Goal 1: Access to and production of degrees
- Goal 2: Meeting statewide professional and workforce needs
- Goal 3: Building world-class academic programs and research capacity
- Goal 4: Meeting community needs and fulfilling unique institutional responsibilities

According to the FIU proposal, there is a demand for students graduating with a Ph.D. in Basic Biomedical Sciences at the local, state, and national levels. Reporting data from the U.S. Department of Labor (Bureau of Labor Statistics, U.S. Department of Labor, ***Occupational Outlook Handbook, 2010-11 Edition***, Biological Scientists), the proposal states that projections for growth include a 29.6% growth in job openings for biological scientists by 2018 (with respect to 2008 levels). In addition, the report projected continued growth in positions for post-secondary educators in research and development in the physical, engineering and life sciences (29.6% between 2008 and 2018). Noting that many opportunities exist in academia, hospital systems, biotech and pharmaceutical industries for graduates of biomedical sciences programs in the Miami area, in Florida and in the US, the lack of educational opportunities specifically in the Miami area constitutes the need for this particular program. The proposal included letters of support from local biomedical employers that demonstrate opportunities for the graduates of the doctoral.

Addressing the issue of student demand, the FIU Office of Planning and Institutional Research conducted an internal survey in 2010. Consisting of 5 questions, the electronic survey was sent to registered FIU students in the Departments of Biological Sciences, Chemistry and Biochemistry and Biomedical Engineering. Of the 60 respondents, 78% indicated they would be interested in obtaining a Ph.D. in Basic Biomedical Sciences at FIU.

The proposal addresses the question of program duplication by identifying and comparing the proposed program to similar offerings elsewhere in the state. According to the FIU proposal, the program will be the first program of its kind in South Florida. The University of Central Florida (UCF) and Florida State University (FSU) offer a Ph.D. in Biomedical Sciences (General) under the CIP code 26.0102. The proposal includes a letter of support from FSU's Provost and Executive Vice President, Dr. Garnett S. Stokes. The University of Miami is a private institution and the only other school in the southern part of the state with a Biomedical Sciences degree offered in the School of Medicine. FIU assumes the enrollment projections would be similar to FSU and UCF's current programs. The proposal acknowledges that Florida Agricultural and Mechanical University (FAMU), Florida International University (FIU), University of Florida (UF), University of South Florida (USF), and FSU offer Ph.D. programs in Biomedical/Bioengineering under CIP code 14.0501 (as reported in the State University System Academic Degree Program Inventory). However, these programs are significantly different from the proposed program.

C. Assessment of the University Review Process in accordance with BOG Regulation 8.011:

Due to the system of stair step accountability set in place by the Board of Governors in Regulation 8.011, it is now incumbent upon University Board of Trustees to verify that all doctoral programs coming before the Board of Governors have met the requirements of the regulation. The following is an assessment of the university review process to ensure that all criteria set forth have been considered by the university prior to submission to the Board of Governors office.

ACCOUNTABILITY

Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

1. *Overall –* *The proposal is in the correct format, includes all necessary signatures, and contains complete and accurate tables for enrollment projections, faculty effort, and the proposed budget.*

YES NO

☒ ☐ **The proposal has been approved by the university board of trustees and includes all required signatures.**

The Florida International University Board of Trustees approved the initial program proposal on September 8, 2011.

☒ ☐ **The university has provided a proposal written in the standard State University system format, which addresses new academic program approval criteria outlined in Board of Governors Regulation 8.011.**

The Board of Governors new degree program proposal format was used, as expressed in Board of Governors Regulation 8.011.

☒ ☐ **The university has provided complete and accurate projected enrollment, faculty effort, and budget tables that are in alignment with each other.**

The proposal provides information on each of these areas. Detailed tables are provided on projected enrollment (Tables 1-A & 1-B); on faculty effort (Table 4); and on budget (Tables 2 & 3).

The estimated cost per FTE is significantly higher than the average cost per FTE for other SUS doctoral programs within the 26 CIP code as calculated using the SUS Expenditure Analysis. There is no way to use the expenditure analysis to make a direct comparison with other biomedical science programs because it only analyzes data at the two-digit CIP level, which in this case includes all of the biological and biomedical sciences programs. Biomedical sciences programs are typically on the high end of costs within the 26 CIP because of its close affiliation with medical education.

☒ ☐ **The university has included a statement in the proposal signed by the equity officer as to how this proposal will meet the goals of the university's equity accountability plan.**

The program plan for achieving diversity was reviewed and signed by the FIU Equal Opportunity Officer on February 22, 2011.

2. Budget – *The proposal presents a complete and realistic budget for the program consistent with university and Board of Governors policy, and shows that any redirection of funding will not have an unjustified negative impact on other needed programs.*

YES NO

☒ ☐ **The University Board of Trustees has approved the most recent budget for this proposal.**

The current budget proposal has been approved by the Academic Policy and Student Affairs Committee of the FIU Board of Trustees, and by the full board on September 8, 2011.

☒ ☐ **In the event that resources within the institution are redirected to support the new program, the university has identified this redirection and determined that it will not have a negative impact on undergraduate education, or the university has provided a reasonable explanation for any impact of this redirection.**

According to the budget description and supporting tables in the FIU proposal, the new program will have no significant negative impact on the existing programs. All research assistants are expected to be funded from new research awards and not from funds redirected from existing programs.

READINESS

Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

3. Program Quality *– The proposal provides evidence that the university planning activities have been sufficient and responses to any recommendations to program reviews or accreditation activities in the discipline pertinent to the proposed program have been addressed.*

YES NO

☒ ☐ **The university has followed a collaborative planning process for the proposed program in accordance with policies and procedures adopted by the University Board of Trustees.**

As described in the proposal, the planning process began in 2009 when the HWCOM recruited basic science scientists with active research programs supported by National Institutes of Health grants. A Graduate Planning Program Committee was established and discussions were begun on the development of a curriculum, and a survey and analysis report. A feasibility study was conducted and was approved in 2011, and developed into a full proposal. The proposal was approved at all levels of university governance.

☒ ☐ **An external consultant has reviewed the proposal and supports the department's capability of successfully implementing this new program.**

Dr. Daniel A Walz, Associate Dean for Research and Graduate Programs and Professor of Physiology at Wayne State University School of Medicine, served as external consultant for the new program. Dr. Walz reviewed and analyzed the written proposal and concluded that the program includes all of the necessary elements of an acceptable PhD program in Biomedical Sciences. Dr. Walz stated that the formation of the proposed program is very well designed, is well aligned with the mission of the college and university, and will significantly benefit the students, residents and businesses of the greater Miami area as well as the State of Florida. Dr. Walz also opined that the didactic educational opportunities in the core courses will strengthen relationships and research opportunities.

☒ ☐ **The university has found the level of progress that the department has made in implementing the recommendations from program reviews or accreditation activities in the discipline pertinent to the proposed program to be satisfactory.**

The college of medicine was reviewed by LCME in February 2011 and provisional accreditation was approved for the medical school. However, reviewers recommended that FIU implement a research doctorate in association with the medical school as soon as feasible.

☒ ☐ **The university has analyzed the feasibility of providing all or a portion of the proposed program through distance learning.**

The program proposal explains that the traditional delivery system on the University's main campus will be followed for the Ph.D. in Basic Biomedical Sciences program. According to the proposal, the program does not require specialized services for delivery and it is not feasible to deliver the program in collaboration with other universities.

4. Curriculum *- The proposal provides evidence that the university has evaluated the proposed curriculum and found that it describes an appropriate and sequenced course of study, and that the university has evaluated the appropriateness of specialized accreditation for the program.*

YES NO

☒ ☐ **The university has reviewed the curriculum and found that the course of study presented is appropriate to meet specific learning outcomes and industry driven competencies discussed in the proposal.**

As presented in the proposal, the curriculum has been designed to ensure that students

gain a firm grounding in Biomedical Sciences while at the same time allowing for exposure to medical core courses side-by-side with medical students.

☒ ☐ **The university anticipates seeking accreditation for the proposed doctoral program, or provides a reasonable explanation as to why accreditation is not being sought.**

There is no accrediting agency for programs in Basic Biomedical Sciences at the doctoral level.

5. Faculty *– The proposal provides evidence that the university is prepared to ensure a critical mass of faculty will be available to initiate the program based on estimated enrollments, and that faculty in the aggregate have the necessary experience and research activity to sustain a doctoral program.*

YES NO

☒ ☐ **The university has reviewed the evidence provided and found that there is a critical mass of faculty available to initiate the program based on estimated enrollments.**

There are 11 faculty members (see Table 4 in proposal) from the College of Medicine, College of Engineering and College of Arts and Sciences who have been identified for the proposed doctoral program. At this time, there will be no adjunct faculty positions in the program. FIU anticipates hiring five more faculty members in various medical specializations.

☒ ☐ **The university has reviewed the evidence provided and found that the faculty in aggregate has the necessary experience and research activity to sustain the program.**

All 11 faculty members will hold dissertation advisor status. Of the 11 faculty, 9 are tenured and 2 are tenure-earning (see Table 4.) According to the proposal, this will provide ample faculty resources for mentoring, research, and teaching.

☒ ☐ **The university has reviewed the evidence provided and found the academic unit(s) associated with this new degree to be productive in teaching, research, and service.**

The proposal provides evidence that the three participating units have been successful in attracting external funding support.

☒ ☐ **If appropriate, the university has committed to hiring additional faculty in later years, based on estimated enrollments.**

The proposal provides a stated plan for future hiring of five additional faculty.

6. Resources *– The proposal provides evidence that the university has ensured the available library volumes and serials; classroom, teaching laboratory, research laboratory, office space, equipment, clinical and internship sites, fellowships, scholarships, and graduate assistantships will be sufficient to initiate the program, and that if applicable, funding has been secured to make more resources available as students proceed through the program..*

YES NO

☒ ☐ **The university has provided a signed statement from the Library Director verifying that the library volumes and serials available are sufficient to initiate the program.**

The proposal provides evidence that sufficient library resources are available to implement the program and no additional resources are needed at this time. A statement was signed by the FIU Library Director on February 21, 2011.

☒ ☐ **The university has ensured that the physical space necessary for the proposed program, including classrooms, laboratories and office space, is sufficient to initiate the program.**

The proposal provides evidence that there are adequate classrooms and laboratories to accommodate this program.

☒ ☐ **The university has ensured that necessary equipment is available to initiate the program.**

The proposal provides evidence that FIU currently has the specialized equipment.

☒ ☐ **The university has ensured that fellowships, scholarships, and graduate assistantships are sufficient to initiate the program.**

According to the proposal, the first year support to cover the tuition and stipends will be provided by FIU University Graduate School in the form of four GTAs per year. The second year will be provided by HWCOM funds in the form of GRAs. Core faculty members will be expected to have adequate grant support for stipends, fees and tuition for their graduate students in the remaining years of studies. HWCOM faculty members who will participate in this program are funded through extramural agencies (NIH, DoD, HRSA, EPA, private foundations, etc.) that will provide graduate student support starting

in their third year.

☒ ☐ **If applicable, the university has ensured that the department has arranged a suitable number of clinical and internship sites.**

Ph.D. programs in Biomedical Sciences do not require sites for internships or practicum experiences.

FIU
FLORIDA INTERNATIONAL UNIVERSITY
Miami's public research university

16 September 2011

Dr. Dorothy Minear
Senior Associate Vice Chancellor
Academic and Student Affairs
State University System of Florida
Board of Governors
325 West Gaines Street
Tallahassee, Florida 32399-0400

Dear Dr. Minear,

Florida International University respectfully submits to you the finalized program proposal for a PhD in Basic Biomedical Sciences, which was approved by the FIU Board of Trustees on 8 September 2011.

I appreciate that you accepted our preliminary proposal in August. The attached proposal is complete and now includes the following documents:

1) the proposal with the fully executed approval cover page/original signatures;

2) the external reviewer's report (the revised proposal incorporates the university's response to this report)

3) letters of support from other state university system institutions with similar programs.

Please advise if you or your staff have further questions before the presentation of this proposal to the Board of Governors in November.

Sincerely,

Douglas Wartzok
Provost & Executive Vice President

C: Richard Stevens, FLBOG

Florida Board of Governors
Request to Offer a New Degree Program

Florida International University
University Submitting Proposal

Fall, 2012
Proposed Implementation Date

Herbert Wertheim College of Medicine
Name of College or School

Basic Science Departments
Name of Department(s)

Biomedical Sciences

Academic Specialty or Field

Ph.D. Program in Basic Biomedical Sciences (CIP code 26.0102)
Complete Name of Degree
(Include Proposed CIP Code)

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

September 8, 2011
Date Approved by the University Board of Trustees

10/5/11
President Date

Signature of Chair, Board of Trustees

10/7/11
Date

5x11
Provost & Executive Vice President Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Student Enrollment (From Table 1)		Projected Program Costs (From Table 2)		
	HC	FTE	Total E&G Funding	Contract & Grants Funding	E&G Cost per FTE
Year 1	5	3.75	$261,187	$28,214	$69,650
Year 2	10	7.5			
Year 3	15	11.25			
Year 4	20	15			
Year 5	25	18.75	$934,881	$899,430	$49,860

Introduction

I. Program Description and Relationship to System-Level Goals

A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

The proposed Ph.D. program in Basic Biomedical Sciences at the Florida International University (FIU) Herbert Wertheim College of Medicine (HWCOM) will be distinctive among FIU graduate programs by providing a curriculum in biomedical sciences different than other FIU colleges. A distinctive feature of the proposal for the Biomedical Sciences Graduate Program is that graduate students and medical students will sit side-by-side in the introductory basic sciences portion of the medical curriculum, providing the graduate students with an appreciation of the medical aspects of modern biosciences. This program will not only be essential for the development of the research capacity and the educational mission of FIU and the HWCOM, but also for the overall growth of the college and university. The HWCOM faculty will train biomedical scientists, preparing them for academic careers in medical research and for the flourishing biotechnology industry of the Miami-Dade region and the State of Florida. In addition, it will contribute to the training of generations of young scientists in the medical features of cell biology, pharmacology, biochemistry, molecular biology, cancer biology, human genetics, pathology, immunology, neurology, medical microbiology and infectious diseases. Thus, these FIU graduates will provide much needed trained Ph.D. biomedical scientists to supply the South Florida workforce. They will become the leaders of corporations, hospitals and research institutions state-wide and nationally. They will bring prominence to FIU and, as alumni, support the university in its future growth.

The HWCOM faculty members have expertise in the fields of cancer biology, cell biology, human genetics, pharmacology, neurosciences, immunology, biochemistry, molecular biology, medical microbiology and infectious diseases. Students in the Ph.D. program will benefit from the opportunity for research projects in basic, translational and clinical medical sciences.

The proposed Ph.D. program differentiates itself from other programs at FIU in its focus in training students in the biomedical sciences; hence, the focus of the program is specifically designed to prepare scientists in areas of biomedical research. Graduates of our program will have an exceptional ability to apply their research skills from bench to bedside, to translate fundamental discoveries into new treatments for human diseases and to improve the health of the citizens of Miami-Dade, the State of Florida and the US.

- **The HWCOM faculty will train biomedical scientists, preparing them for academic careers in medical research and for the flourishing biotechnology industry of the Miami-Dade region and the State of Florida.** The training will initially provide exposure to current areas of biomedical sciences in a medical school environment. The core of the Ph.D. Graduate Program will be composed of the Basic Science Departments in the HWCOM: the Department of Human and Molecular Genetics, the Department of Molecular Microbiology and Infectious Diseases, the Department of Cellular Biology and Pharmacology and the Department of Immunology. HWCOM faculty members participating in the Ph.D. programs are referred to as “core faculty”. Participation by faculty members with secondary appointments from the College of Arts and Science, the College of Engineering and Computing, the Robert Stempel College of Public Health and Social Work and other FIU divisions will provide additional depth to the Ph.D. program.
- Active recruitment is a vehicle for a successful graduate program. In addition to passive efforts such as construction of an effective web site and email campaigns, we will develop a multipronged approach to active recruiting:

- Job fairs at FIU and other Florida universities
- A recruiting week where interested students are brought to FIU for interviews and tours of laboratories
- Seminar trips to Florida universities subsidized by HWCOM with the expressed goal of meeting perspective graduate students
- Bringing faculty advisors from colleges and universities in Florida to meet our faculty and discover opportunities at FIU.
- Providing small but attractive competitive bonuses for recruitment of top students.

- The curriculum of the proposed Ph.D. program at the FIU HWCOM (Supplemental Table 1) is unlike those offered by other colleges at FIU or other Florida public universities. This program, in which graduate and medical students are initially educated together, will be essential for the development of the research capacity and the educational mission of HWCOM. Following are features that differentiate the proposed Ph.D. program in Biomedical Sciences at FIU's HWCOM from other graduate programs offered by other Florida public universities.
  - As noted above, the graduate students will study alongside medical students; both groups of students will attend the same basic courses lectures. No other doctoral program in Florida has these features. In addition, other courses of the HWCOM curriculum will be offered to graduate students as electives. Close collaboration with medical students and clinical faculty will help to ensure that students have not only the knowledge and skills necessary to be productive biomedical researchers but the understanding of the realities of the medical profession.
  - FIU's proposed program requires 81 post-baccalaureate credits, of which 24 hours are dissertation research.
  - The proposed program requires 11 mandatory credit hours (4 courses) in Genes, Cells and Molecules, Structure and Function, Microbiology, Infection and Immunology, and Epidemiology and Biostatistics. These courses will insure a solid basis for understanding of biomedical sciences.
  - The studies conducted in the laboratories of HWCOM are different from but complementary to existing research activities in other scientific centers in Florida. The specific skills obtained in FIU HWCOM laboratories will insure that our graduates will be competitive in the job market.
  - With the future growth of basic science faculty in the College of Medicine, we will expand the number of electives to reflect new research directions in focus areas distinctive to FIU HWCOM such as tropical medicine and molecular parasitology.
  - Students in the Ph.D. program will benefit from the opportunity for research projects in both basic and clinical medical sciences, integrating the graduate program curriculum and the medical school courses. Graduates of our program will have the ability to apply their research skills from bench to bedside, enhancing the health of our citizens.
  - Collaboration with faculty members from other FIU units including the College of Arts and Science, the College of Engineering and Computing, as well as the University of Miami will provide additional depth to the Ph.D. program in the form of course offerings and research interests. The number of collaborations between HWCOM faculty, those in other FIU colleges and other Florida universities, institutions and hospitals is growing daily. A few examples are:
    - Joe Leigh Simpson and Helen Tempest in HWCOM have a funded collaboration with Anthony McGoron and Chenzhong Li in the Department of Biomedical Engineering, College of Engineering and Computing. The project, entitled "*Biosensors to detect non-specific toxicant exposures*", is to develop novel biosensors able to detect real-time, non-specific, exposures to biological weapons and toxins. The goal is a portable device equal in sensitivity to current cytogenetic – technology, the latter

performed in a gold-standard cytogenetic lab constructed at FIU HWCOM. Their joint studies are funded by a $1,401,000 grant from the Department of Defense entitled *Mass Scale Biosensor Threat Diagnostic In-Theater Defense Utilization*.

- Barry P. Rosen in HWCOM and Yong Cai in the Department of Chemistry and Biochemistry, College of Arts and Sciences, have an active collaborative project on the identification of genes involved in degradation of herbicides used on Florida golf courses. This joint study resulted in a recent publication entitled "*Demethylation of methylarsonic acid by a microbial community*" in the journal Environmental Microbiology in May, 2011.
- Barry P. Rosen in HWCOM and Sylvia Daunert, Chair of the Department of Biochemistry and Molecular Biology at the University of Miami Miller School of Medicine, have an active research collaboration on the construction of biosensors to detect toxic heavy metals that has resulted in the publication of a number of joint publications.
- Kalai Mathee in HWCOM and Giri Narasimhan, School of Computing and Information Science in the College of Engineering and Computing have an active research collaboration with Adam Wanner, Division of Pulmonary and Critical Care Medicine, University of Miami, Miami, Florida, USA. In a project funded by the James Esther Foundation, they study the airway microbiome in chronic obstructive pulmonary disease (COPD), one of the most common lung diseases.

- Career development is an essential component of graduate education. Traditionally faculty advisors play a major role in mentoring the students on postdoctoral opportunities. In addition, a career office for graduation students will be established that will provide guidance and information about postdoctoral opportunities and career paths outside of academia. The office will sponsor workshops and job fairs, send students to meetings that offer job placement, and sponsor seminars by successful biomedical scientists. Finally, academic institutions in the Miami-Dade area and in the State of Florida provide numerous opportunities for postdoctoral training in the area of biomedical research for the graduates of HWCOM Ph.D. Program. This includes both public universities, the University of Miami Miller School of Medicine, UM Sylvester Comprehensive Cancer Center, Max Planck Florida Institute and the Scripps Research Institute Florida. Collaborative projects between HWCOM faculty and outside researchers, the requirements for peer-reviewed publications, and the requirement for non-FIU reviewers of the dissertation will promote the visibility of FIU graduates and facilitate their placement for postdoctoral training.

B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at http://www.flbog.org/about/strategicplan/)

- **The proposed graduate program is a response to the State University Strategic Plan and Guidance of 2005.** The Board of Governors encourages the advancement or establishment of world-class doctoral/research programs (p. 6). The new HWCOM Ph.D. graduate program will address the stated need of "**Meeting statewide professional and workforce needs (I.B. p.4, Appendix)"** and specifically in "**Critical needs: health care I.B.2."** In addition, programs in Biomedical Sciences have been identified as a goal of the SUS Strategic Plan on p. A8: 2. Set goals differently for different types of doctoral programs. a. Emerging Technologies Doctoral Degrees. iv. Give special emphasis to biological/biomedical sciences
- In the February, 2011 accreditation visit by **the Liaison Committee on Medical Education (LCME), the reviewers emphasized the requirement for a HWCOM graduate program in**

HWCOM to allow interaction between graduate and medical students and to fulfill our obligation for the research training of the medical students.

- **The proposed Ph.D. program is a response to one of the key strategic themes in the development of the University's educational and research program – the Health theme.** The program is directly aligned with goals of FIU's 5-year plan through fulfillment of its mission by imparting knowledge through excellent teaching, promoting public service, discovering new knowledge, solving problems through research, and fostering creativity. The impetus to become a tier-one research university while retaining its urban mission has made FIU an attractive center of learning for students at the state, national and international level. The HWCOM has raised the visibility and research potential of FIU by the successful recruitment of a number of outstanding educators and biomedical scientists committed to training students to the benefit of the South Florida community.
- Graduates of this program will fill a serious shortage of high-level biomedical scientists in the State of Florida. Their value to universities, hospital systems and to the local biotech and pharmaceutical industries is documented in letters of support (see appendix):
    - Raul Herrera, M.D., Chief Research Officer, Miami Children's Hospital, wrote "*Over the next decade we will have considerable growth and would anticipate employment opportunities for graduates of your program. We look forward to being able to recruit these students who are already long-term residents of southern Florida and are committed to enhancing the scientific prominence of the State*."
    - Joseph D. Rosenblatt, M.D., Interim Director, Sylvester Comprehensive Cancer Center, emphasized in his letter "*I believe that (your program) will become an excellent source of biomedical scientists who will contribute to the research and clinical programs in academia and clinical laboratories in South Florida… we anticipate filling at least 50-100 positions for research scientists with doctoral degrees. These would be best filled by individuals with strong ties to the Miami-Dade area such as FIU graduates* ".
    - Robert C. Goldszer, M.D., Senior Vice President and Chief Medical Officer of Mount Sinai Medical Center emphasized that "*There is a tremendous need for biomedical scientists in most regions of the U.S., especially in Florida. As you plan to recruit long-term residents of South Florida into your program, we can anticipate that many of your graduates will pursue careers in the Miami-Dade area. The collaboration with researchers at FIU and having Ph.D. students participate with our researchers should benefit our community, students and researchers*".
    - Russell Allen, President and CEO, BioFlorida, says "*We are confident that further expansion of this industry is forthcoming and these companies will be looking for qualified senior researchers and scientists such as will be coming from this program. We can also anticipate that with the growth of the FIU program, companies will find Florida even more attractive as a home for future bioscience research*.
    - Jeffrey Wolf, CEO, Heat Biologics, Inc. states "*This innovative curriculum will be an important source of biomedical scientists …. Since these students are already long-term residents of South Florida, we look forward to being able to recruit them* …"
    - Frank R. Nero, President and CEO of the Beacon Council wrote "… *this curriculum … will help attract new industry to the South Florida area … we are pleased to have FIU take the initiative on such a relevant and much needed effort*."
    - Yamilet Ceballo, Director of College Relations, Beckman Coulter said that "*Your new program would be a welcome source of biomedical scientists who could contribute to our research and clinical laboratories at Beckman Coulter. Our current supply of local applicants is not sufficient for staffing our Florida operations, and we are very supportive of your initiative to increase and improve the pool of Ph.D. scientists that will comprise the future workforce in South Florida*."

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

Need for Ph.D. Program in Basic Biomedical Sciences in South Florida

The need for a Ph.D. Program in Basic Biomedical Sciences at the Herbert Wertheim College of Medicine is clear. First, it is a vital component of the FIU Strategic Plan, which states "*To leverage FIU's strength in health care instruction and research, FIU will make strategic investments in the following initiatives: 1) Create new degree programs to attract new students and ensure competitiveness of graduates in health fields. 2) enhance both the amount and visibility of health-related research and 3) strengthen partnerships with local and global community and governmental agencies, public entities, hospitals, and health care and social service agencies/providers."*

Second, it will supply much-needed biomedical scientists to the Florida workforce. According to the U.S. Department of Labor, employment opportunities for biological scientists will continue to grow in the 2008-2018 decade by 21 percent, a rate much faster than average (Bureau of Labor Statistics, U.S. Department of Labor, ***Occupational Outlook Handbook, 2010-11 Edition***, Biological Scientists, on the Internet at **http://www.bls.gov/oco/ocos047.htm** (visited ***February 10, 2010***). This report attributed the rapid rise in biological scientist jobs in part to the growth of the biotechnology industry. In addition, the report projected continued growth in positions for post-secondary educators in research and development in the physical, engineering and life sciences (29.6% between 2008 and 2018). While many opportunities exist in academia, hospital systems, biotech and pharmaceutical industries for graduates of biomedical sciences programs in the Miami area, in Florida and in the US, the lack of educational opportunities in the Miami area underscores the need for the proposed Ph.D. program. Letters of support from local biomedical employers for the proposed program demonstrating opportunities for the graduates of the HWCOM doctoral program are included as supplemental material in the Appendix. Moreover, the program has a different focus and will produce a different product than other programs at FIU. Finally, nationally there are many more applicants for programs in biomedical sciences than are available at public universities.

The FIU University Graduate School provided information on the 2009-2010 enrollment of Ph.D. programs in the Department of Biological Sciences (38 applied, 13 admitted, 12 enrolled), Department of Chemistry and Biochemistry (59 applied, 16 admitted, 16 enrolled), and the Department of Biomedical Engineering (36 applied, 20 admitted, 13 enrolled). Overall, this represents 30% of the applicants and 84% of the accepted students attending FIU programs. Even recognizing that not all applicants are qualified, these data plainly demonstrate that the applicant pool is more than sufficient to justify a new graduate program without competition for students with other current FIU programs. While that the Department of Chemistry and Biochemistry has initiated a new program in biochemistry that will admit students for the 2011-2012 academic year, this biochemistry program cannot serve the needs of the medical school, where the majority of existing HWCOM faculty and future recruits will be training students in medically-related areas other than biochemistry such as human genetics, immunology, neurology, cell biology, cancer biology,

infectious diseases, medical microbiology, pharmacology and physiology. Most HWCOM faculty would not qualify for appointment to the biochemistry program, and many of the student applicants to the HWCOM program would not have prerequisites for the biochemistry program such as a course in physical chemistry. Letters of support from the Deans of the College of Engineering and Computing, the College of Arts and Sciences, and the Robert Stempel College of Public Health and Social Work are attached.

Two U.S. medical schools that have biomedical Ph.D. programs that are larger but otherwise similar to the proposed HWCOM program are the Ohio State University and the University of New Mexico. From 2002 – 2009, the Biomedical Sciences Program at Ohio State University School of Medicine had 1321 applicants, admitted 521 and enrolled 237 (18% of applicants). From 2004 to 2008, the Biomedical Sciences Graduate Program at the University of New Mexico had 402 applicants, admitted 203 and enrolled 92 (23% of applicants). If the numbers of applicants to other biomedical doctoral programs are similar nationally, it would indicate that there are approximately five times as many potential students with a desire for a career in biomedical sciences than there are available places in Ph.D. graduate programs in U.S. medical schools.

In conclusion, these data demonstrate that there are many more applicants than public universities in the Florida or elsewhere in the U.S. can accommodate and signify an unmistakable need for a Ph.D. Program in Biomedical Sciences at FIU HWCOM.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

Demand for Ph.D. Program in Basic Biomedical Sciences at the Herbert Wertheim College of Medicine

Surveys were conducted during the summer and fall of 2010 (see Appendix). An internal FIU survey was carried out by the FIU Office of Planning and Institutional Research. The survey was sent electronically to registered FIU students in the Departments of Biological Sciences, Chemistry and Biochemistry and Biomedical Engineering. The survey consisted of 5 questions, and 60 students responded:

1. Would you be interested in obtaining a Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine? 78% replied *Yes*.
2. What is you current major/undergraduate degree? 53% Biology; 18% Chemistry; 17% Biomedical Engineering.
3. Where are you receiving your undergraduate education? 88% FIU
4. How important are the following factors in influencing your choice of a Biomedical Sciences Program in the HWCOM versus a graduate program in another FIU college?

a.	Curriculum	Very important 81%; Important 17%
b.	The faculty	Very important 61%; Important 33%
c.	Research programs	Very important 70%; Important 20%
d.	Opportunity to learn with medical students	Very important 48%; Important 22%
e.	Opportunities for translational research	Very important 65%; Important 22%
f.	Future employment in the biomedical field	Very important 85%; Important 11%

5. How important are the following factors in influencing your choice of a Biomedical Sciences Program in the HWCOM versus a graduate program in another university?

a.	Miami location	Very important 46%; Important 22%
b.	Curriculum	Very important 74%; Important 22%
c.	The faculty	Very important 59%; Important 35%
d.	Research programs	Very important 69%; Important 17%
e.	Opportunity to learn with medical students	Very important 52%; Important 19%
f.	Opportunities for translational research	Very important 63%; Important 22%
g.	Future employment in the biomedical field	Very important 85%; Important 9%

The FIU Office of Planning and Institutional Research conducted a second survey to which 24 students responded. In addition, two surveys were solicited from the outside company Survey Monkey. The survey was sent out to multiple lists, both inside and outside of FIU, and 24 individuals responded in one survey and 14 in the other. The questions for all surveys were the same, as were the responses. The large majority of respondents indicated a need for a graduate program that would provide opportunities for translational research leading to employment in the biomedical field.

Analysis: There is a clear demand by undergraduate science students for a Biomedical Sciences Program in the HWCOM. They are especially attracted by opportunities for translational research and future employment in the biomedical field, which are offered only in a limited basis by other FIU departments. Thus, this program is not only needed but will complement and not compete with other units in FIU (see letters in Appendix from the deans of other FIU colleges). The Miami location is also an attraction for many students, something that more distant Florida public universities cannot offer.

C. If similar programs (either private or public) exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of any communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). Provide data that support the need for an additional program.

The proposed doctoral program, if approved, will become the first public university Biomedical Science Ph.D. program in South Florida. There are 11 universities in the Florida State System. Of these, six, Florida International University, Florida State University, University of Central Florida, University of Florida, University of South Florida and Florida Atlantic University currently have medical schools. The Coral Gables campus of the University of Miami also offers a separate Ph.D. in Biomedical Sciences. The following table lists number of graduates programs in public universities that offer doctoral degrees in the related area:

University	**Doctoral Programs**
Florida International University	*Five programs*: Biological Sciences, Chemistry, Biochemistry, Biomedical Engineering, Physics
Florida Atlantic University	*Two programs*: Complex Systems and Brain Sciences; Integrative Biology
Florida State University	*Six programs*: Biological Sciences; Biomedical Engineering; Biomedical Sciences; Biostatistics; Molecular Biophysics; Neuroscience
University of Central Florida	*Two program*s: Biomedical Sciences; Chemistry

University of Florida	*Six programs*: Anatomy and Cell Biology; Biochemistry and Molecular Biology; Molecular Genetics and Microbiology; Microbiology and Cell Science; Pathology, Immunology and Lab Medicine; Biomedical Engineering
University of South Florida	*Ten programs*: Biology; Biochemistry; Biomedical Sciences and Biotechnology; Biomedical Engineering; Biostatistics; Cancer Biology; Cell and Molecular Biology; Chemistry; Neurocommunicative Sciences; Medical Sciences with various concentrations (Anatomy; Allergy, Immunology and Infectious Disease; Biochemistry and Molecular Biology; Molecular Medicine; Molecular Pharmacology and Physiology; Cognitive and Neural Sciences; Clinical and Translational Research; Microbiology and Immunology; Neuroscience; Pharmacology and Therapeutics; Pathology and Laboratory Medicine; Pathology and Cell Biology)

We requested information about the Ph.D. programs in biomedical sciences from the University of Florida, Florida State University and the University of Central Florida. Only the latter two responded. In 2009 FSU had 58 applicants, of which 14 were Florida residents, 21 were U.S. residents, and the remainder was international students. Of those, FSU accepted 9 (7 Florida residents), and 7 (6 Florida residents) matriculated (12% of applicants). During the period 2001- 2009, UCF had 250 applicants (an average of 31 per year), of which 155 were Florida residents, 66 U.S. residents and 184 international students. UCF accepted 126 (89 Florida residents), and 75 matriculated (66 Florida residents) – an average of 9 students per year (30% of applicants). We assume that the University of Florida statistics would be similar. Clearly there is need for additional capacity in the training of biomedical scientists in the State of Florida.

D. Use Table 1 (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

The program will begin with five students, will have 25 students in the 5th year. The program may become larger in the future with growth of the number of participating faculty and availability of funding, e.g., an NIH training grant by the 6th year.

E. Indicate what steps will be taken to achieve a diverse student body in this program, and identify any minority groups that will be favorably or unfavorably impacted. <u>The university's Equal Opportunity Officer should read this section and then sign and date in the area below.</u>

Highly qualified students, both domestic and international, will be recruited into the program. A Graduate Recruiting Committee will be established consisting of five faculty member, one elected from each basic science department. The committee members will serve a five-year term. To allow for continuity of the committee, after the first year, four members will be reappointed, and one new member appointed each subsequent year. Active recruiting initiatives will include:

- Members of the committee will operate a table at the FIU Fall Graduate Open House.
- Members of the committee will visit local colleges/universities. They will offer to present a seminar and request to be allowed to discuss the HWCOM graduate program with interested students. Expenses for these visits will be paid by the HWCOM.
- Student advisors and faculty from local universities will be invited to visit FIU HWCOM to be informed about the graduate program.
- A Graduate Program web page has been added to the FIU COM web site, with content to be added. This site will contain information about the COM graduate program, its faculty and resources, as well as links to the UGS and application material.
- Information about the graduate program and application material will be mailed or emailed to graduate advisors/faculty at local colleges and universities, as well as nationally and internationally.
- The committee will arrange for an interview with applicants who meet all requirements. Whenever possible the on-site interviews will be conducted. Telephone or Skype interviews will also be used.
- A summer research program for 4 to 6 local undergraduates in their sophomore or junior years. Each student will be given a stipend of $4000, half of which will be provided by COM and the other half from faculty grants. Faculty members are limited to two summer students. The program will be advertised by mailing/emailing brochures and application material to local universities. Qualified local applicants will be invited for interviews.
- Special attention will be devoted to assure the diversity of the student body. The Basic Biomedical Sciences Program will work with The FIU Minority Biomedical Research Support (MBRS) Office to provide the opportunities to minority students including MBRS RISE, MBRS SCORE and MARC U-STAR and McNair Programs. The FIU MORE Program will be used by participating faculty to secure funding for minority students.
- Students from historically black colleges and universities in the US http://www.univsource.com/hbcu.htm will be actively recruited. For example, in Miami is Florida Memorial University http://www.fmuniv.edu/, and in Daytona is Bethune-Cookman University http://www.cookman.edu/. The committee will visit those universities for recruiting trips. Faculty members from science departments will be invited to HWCOM, as will students in their biology and chemistry clubs.
- For many years FIU has been a leader in educating Hispanic students. The creation of biomedical science Ph.D. program in South Florida would provide the opportunity for minority doctorial students.

(signed statement in Appendix)

_____ _____

Shirlyon McWhorter, Director — Date
Equal Opportunity Programs and Diversity

III. Budget

A. Use Table 2 to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the

proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)

First year students will participate in existing medical student courses which requires minimal additional effort on the part of existing faculty. This is reflected by E&G faculty salary and benefit costs of $73,666 and an E&G total program cost of $261,187 (Table 2). By the 5th year, E&G faculty salary and benefit costs will be $397,865 and an E&G total program cost of $934,881. A portion of these faculty costs in all years will be supported through contract and grants for the proportion of time the students are partnered with the faculty on their research projects.

In the 1st year, 10% of an A&P staff, for administrative assistance, and 10% of an USPS person, clerical assistance will be required to support the program. In subsequent years, this effort will increase by 10% per year to a rate of 50% for each in the 5th year (along with an annual increase of 1.5%).

For student expenses, the HWCOM is assuming that for the 1st year, five students will receive a stipend from the UGS as Graduate Teaching Assistants (GTA) (2012-13 estimate from UGS is $22,665 based on a 1.5% annual increase) and in-state graduate school tuition (2012-13 estimate from UGS at $9,833 based on a 15% annual increase). In the 2nd year, five returning students will receive stipends from the HWCOM as Graduate Research Assistants (GRA) and in-state tuition. In the 3rd year, returning students will be funded for both stipend and tuition from extramural research grants.

GTAs will support the COM faculty as follows:

a. Perform literature search and summarize the specific research topics.
b. Assist teaching faculty with technical aspects of PowerPoint and other presentations for lectures and seminars;
c. Assist faculty with other logistical and organizational matters.

Each GTA will work closely with one or more of the faculty members to help in preparation, presentation and discussion of the teaching material. HWCOM courses have small group discussion sections, where medical students discuss clinical or basic science topics that are often not covered in depth during the lectures. Preliminary research of these topics for faculty review will be immensely beneficial. Since small group sessions are not included in the graduate curriculum (see Supplementary Table I), no GTA will be involved in direct instruction or grading of medical students, with whom they share the core courses, preventing any conflict of interest. In subsequent years two factors will impact the duties of the GTA. First, the class size will increase from 80 to 120 medical students in 2012-2013. Second, the clinical faculty may have even greater need for graduate student assistance to include in their lectures new basic science topics, and, in turn, the education of the graduate students will be greatly enhanced by their assisting in the teaching of translational and clinical biosciences.

The College of Medicine considers the Ph.D. program in Biomedical Science to be one of its top priorities. The HWCOM will provide GRAs to all students in their second year, has committed to the allocation of assistantships from its OPS budget and to augment the number of faculty lines through future allocations. Requests for additional support will be considered on a case-by-case basis. Most of the courses and faculty are drawn from the existing programs, so the proposed program requires minimum additional allocation for initiation. Since the HWCOM is new, budgetary items for graduate education will be built into the budget without a need to shift funds from other programs. After the first year, the financial contribution by the HWCOM will exceed the funds requested from UGS, demonstrating the financial commitment of the HWCOM to this program.

B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

There will be minimal reallocation of resources as shown in Table 3, but no new resources will be required. No undergraduate programs are involved.

C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

- There are no related programs at FIU. The HWCOM graduate program will serve the needs of students who wish to pursue careers in the biomedical sciences such as medical school faculty, hospital laboratories, biotechnology and health services industries, as opposed to the traditional areas served by the FIU science departments. It will draw from a different pool of students and will be complementary, not competitive, with programs in other FIU colleges such as the new Biochemistry Program offered by the Department of Chemistry. The programs in FIU science departments cannot serve the needs of the medical school. The majority of existing HWCOM faculty and future recruits will have research expertise in medically-related areas not represented in other FIU departments. They are human geneticists, immunologists, neurologists, cell biologists, infectious disease and medical microbiologists, pharmacologists and physiologists, and will provide education in areas otherwise not represented at FIU. Letters of support from the College of Engineering and Computing and Robert Stempel College of Public Health and Social Work are attached.

D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

- The HWCOM Research Office is in close contact with extramural funding agencies, both public and private, and helps and encourages faculty members to apply for funding. HWCOM is a member of BioFlorida, the voice of Florida's bioscience industry, attending meetings and giving presentations on faculty research and commercialization efforts. HWCOM is in contact with South Florida hospital systems and industries and has been establishing collaborative programs. For example, once HWCOM is allowed to establish a doctoral program in basic biomedical sciences, Mount Sinai Medical Center in Miami has expressed its intention to cooperate on establishing an MD-PhD program. In addition, all HWCOM basic science faculty members have had or currently have extramural funding from NIH and other sources, as presented in Supplemental Table 2.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Table 1, Table 2, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

The proposed Ph.D. program at the FIU HWCOM will not only be essential for the development of the research capacity and the educational mission of FIU and the HWCOM, but also for the overall growth of the college and university. As mentioned above, it is in concert with FIU's strategic plan to create new degree programs to attract new students and ensure competitiveness of graduates in health fields, to enhance both the amount and visibility of health-related research and to strengthen partnerships with local and global community and governmental agencies, public entities, hospitals, and health care and social service agencies/providers. The HWCOM faculty will train biomedical scientists, preparing them for academic careers in medical research and for the flourishing biotechnology industry of the Miami-Dade region and the State of Florida. In addition, it will contribute to the training of generations of young scientists in the medical features of cell biology, pharmacology, biochemistry, cancer biology, molecular biology, human genetics, pathology, immunology, neurology, medical microbiology and infectious diseases. Thus, these FIU graduates will provide much needed trained Ph.D. biomedical scientists to supply the South Florida workforce. They will become the leaders of corporations, hospitals and research institutions state-wide and nationally. They will bring prominence to FIU and, as alumni, support the university in its future growth.

The need for a Ph.D. Program in Basic Biomedical Sciences at the HWCOM is clear. According to the U.S. Department of Labor, employment opportunities for biological scientists will continue to grow in the 2008-2018 decade by 21 percent, a rate much faster than average because of the growth of the biotechnology industry. While many opportunities exist in academia, hospital systems, biotech and pharmaceutical industries for graduates of biomedical sciences programs in the Miami area, in Florida and in the US, the lack of educational opportunities in the Miami area underscores the need for the proposed Ph.D. program. In 2009-2010 approximately 30% of applicants to doctoral programs were accepted, and only 84% of the accepted students matriculated. Even recognizing that not all applicants are qualified, these data plainly demonstrate that the applicant pool is more than sufficient to justify a new graduate program. Nationally there are many more applicants for programs in biomedical sciences than are available at public universities. For example, at two U.S. medical schools that have biomedical Ph.D. programs similar to the proposed HWCOM program are the Ohio State University and the University of New Mexico. Between 2002 and 2009, only 18-23% of the several thousand applicants matriculated. These data suggest that there are approximately five times as many potential students with a desire for a career in biomedical sciences than there are available places in Ph.D. graduate programs in U.S. medical schools. In addition, it will fulfill a requirement of the Liaison Committee on Medical Education (LCME), the national accrediting authority for medical schools, for medical students to have opportunities to learn in academic environments that permit interaction with students enrolled in other health professions, graduate, and professional degree programs.

To evaluate the demand for a Ph.D. Program in Basic Biomedical Sciences at the HWCOM, four surveys of undergraduates at FIU and elsewhere were conducted during the summer and fall of 2010 (the results are included in the Appendix). An internal FIU survey was carried out by the FIU Office of Planning and Institutional Research. Of the 122 respondents, the vast majority expressed a need for a graduate program that would provide opportunities for translational research leading to

employment in the biomedical field.

V. Access and Articulation – Bachelor's Degrees Only

Not applicable.

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The proposed Ph.D. program is a response to one of the key strategic themes in the development of FIU's educational and research program – the Health theme. The Program is directly aligned with goals of the 5-year plan through fulfillment of its mission by imparting knowledge through excellent teaching, promoting public service, discovering new knowledge, solving health problems through research, and fostering creativity. The impetus to become a tier-one research university while retaining its urban mission has made FIU an attractive center of learning for students at the state, national and international level. The HWCOM has raised the visibility and research potential of FIU by the successful recruitment of a number of outstanding educators and biomedical scientists committed to training students to the benefit of the South Florida community. The proposed graduate program is a response to the State University Strategic Plan and Guidance of 2005. Programs in Biomedical Sciences have been identified as a goal of the SUS Strategic Plan (p. A8 - give special emphasis to biomedical sciences).

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The HWCOM is a new and dynamic unit of FIU. HWCOM has recruited a core of basic science scientists with active research programs supported by grants from National Institutes of Health and other outside agencies (Supplemental Table 2). These research programs will provide a robust educational environment for graduate students. The proposed graduate program will provide a supply of dedicated and intellectually curious students who will become the biomedical workforce of tomorrow. The proposed program is essential to the success of the College, its research efforts and its ability to attract, recruit and retain first-rate faculty.

C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

In 2006 the Board of Governors approved an establishment of a public College of Medicine in Miami at Florida International University under the leadership of Dean John A. Rock, M.D., who was recruited in 2007. In 2008 the college received preliminary accreditation from the Liaison Committee on Medical Education (LCME), which allowed the school to accept the first class of future doctors in the fall of 2009, and received provisional accreditation in 2011. In 2008-2009 the HWCOM recruited basic science scientists with active research programs supported by grants from National Institutes

of Health (Supplemental Table 2). The proposed Ph.D. Program in Basic Biomedical Sciences is a culmination of an effort that was initiated by a group of faculty in the Basic Sciences Department at HWCOM under the leadership of Barry P. Rosen, Ph.D., Associate Dean for Basic Research and Graduate Programs and Joe Leigh Simpson, M.D., Executive Associate Dean for Academic Affairs. The Graduate Program planning committee includes Alexander Agoulnik, Ph.D. (Feasibility Report Chair); Madhavan Nair, Ph.D.; Hiranmoy Bhattacharjee, Ph.D.; Lisa Schneper, Ph.D.; Ch Rao, Ph.D.(Curriculum Development Chair); Rita Mukhopadhyay, Ph.D.; Rene Herrera, Ph.D.; Kalai Mathee, Ph.D.; Helen Tempest, Ph.D., Jonathan Sussman, MSEE, MBA. The Curriculum Committee for graduate education is composed of Alexander Agoulnik, Ph.D., Chair, with Madhavan Nair, Ph.D. representing the Department of Immunology; Kalai Mathee, Ph.D. representing the Department of Molecular Microbiology and Infectious Diseases; Helen Tempest, Ph.D. representing the Department of Genetics, and Irina Agoulnik, Ph.D. representing the Department of Cellular Biology and Pharmacology.

Timetable:

Summer-Fall 2009	Initial planning of the proposed program
Fall-Winter 2009-2011	Development of curriculum, Assessment of need and demand survey and analysis, Preparation of the Feasibility Report
Spring 2011	Submission and approval of the Feasibility Report
Spring 2011	Submission of proposal to College Curriculum Committee
Spring 2011	Submission of proposal to University Curriculum Committee and Graduate Council
Spring 2011	Submission of the proposal to Faculty Senate
Fall 2011	Submission of proposal to the Provost and the President
Fall 2011	Submission of proposal to FIU Board of Trustees
Fall –Winter 2011/12	Submission of proposal to Florida Board of Governors
Spring 2012	Preparation for the recruitment and admission of students
Spring 2012	Students admitted to the program for the Fall 2012 term

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

- In February, 2011 the LCME reviewers emphasized the requirement for a HWCOM graduate program in HWCOM. They stressed the importance of interactions between graduate and medical students and the need research training of medical students. The LCME approved provisional accreditation for the college in July 2011. It would be supportive for accreditation if the HWCOM had a program in place for the October 2012 LCME assessment.

VIII. Curriculum

A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

The proposed curriculum at HWCOM is designed to provide a broad and interdisciplinary education in biomedical and translational sciences utilizing the expertise of HWCOM faculty, who are immunologists, neurologists, cell biologists, cancer biologists, human geneticists, pharmacologists, physiologists, biochemists, medical and infectious disease microbiologists. The students will benefit from access to this diverse faculty of well-funded biomedical scientists, and the HWCOM faculty will benefit by having bright and energetic graduate students who will provide the effort to maintain research programs and bring in new grants. The curriculum differentiates itself from other graduate programs at FIU by offering students a dedicated biomedical curriculum focusing on training researchers to conduct independent and original research in the areas of biomedical sciences. The program requirements are designed to ensure a strong record of active participation in research seminars, meetings, conferences, active lectureship, publications in peer-review journals and preparation of research proposals. The duration of the studies is expected to be 5 years. The proposed sequence of study is delineated in the attached Appendix as Supplemental Table 1. The proposed program requires 81 post-baccalaureate credits, of which at least 24 hours are dissertation research. During the first year students will attend required and elective courses, participate in seminars, conduct research laboratory rotations and select the research advisor. At the end of the first year the Dissertation Committee will be formed and the students will submit preliminary research proposal. The students should demonstrate knowledge of the subject matter, problem solving ability, critical thinking, an ability to formulate scientific hypothesis and communication skills. The students will be engaged in a clearly defined hypothesis-driven and full-time research project in the dissertation advisor's laboratory. At the end of the second year students should complete all required and elective courses. Students should pass the Qualifying Examination, submit a NIH style pre-proposal and defend it in an open seminar before Dissertation Committee. Upon completion of dissertation research, the student will submit a written dissertation, present an open lecture to the university community and orally defend the dissertation in a private meeting with the dissertation committee.

B. Describe the admission standards and graduation requirements for the program.

ADMISSION STANDARDS: The HWCOM Graduate Program adheres to the general admission procedures as outlined by the FIU University Graduate School (UGS). Completed applications will be evaluated by an Admissions Committee designated by a Program Director appointed by the Dean.

- GPA/GRE: The minimum requirement is either a 3.0 GPA (on a 4 point scale) in the last 60 credits of an accredited undergraduate degree or an earned graduate degree. However, a GPA of 3.5 in either an undergraduate or graduate degree is typically expected for favorable consideration. Applicants should take general aptitude tests of the Graduate Record Exams. A minimum GRE score at the 70th percentile (1150) is expected for acceptance to the program. Optional submission of scores from the advanced test in Biology, Chemistry, or Cell and Molecular Biology will strengthen the application. International graduate student applicants whose native language is not English are required to submit a score for the Test of English as a Foreign Language (TOEFL) or for the International English Language Testing System (IELTS). A total score of 80 on the TOEFL iBT or 6.5 overall on the IELTS is required.
- Letters of recommendation: A minimum of three letters of recommendation should be submitted from undergraduate or research sponsors. Strong unequivocal letters attesting to the applicant's educational background, motivation, analytical skills, and promise as a research scientist are important considerations.
- Statement of purpose and curriculum vitae: The application should include curriculum vitae and a statement of purpose and future goals after obtaining the Ph.D.

GRADUATION REQUIREMENTS: Students must demonstrate graduate knowledge acquisition in four incremental stages in order to be awarded a Ph.D. in Biomedical Sciences:

1. Qualifying Examination. Students will be evaluated on the successfully passing a Qualifying Examination taken during the second academic year and no later than the end of that year. The exam is designed to test the student's knowledge of biomedical research, as well as assess creativity and rationality of research design. The exam is composed of two parts:
   a. An oral portion with questions based on coursework from the two years and reading assignments in areas selected by participating faculty members.
   b. The written examination will be prepared and graded by selected faculty members.
2. Doctoral Dissertation Proposal. After completion of the Qualifying Examination student must prepare a formal research proposal of the Ph.D. studies in the style of an NIH R01 investigator-initiated project.
3. Dissertation Proposal Seminar based on student proposal will be presented and graded by the Dissertation Committee.

The formal admission to Ph.D. candidacy occurs when the student successfully completes required courses and passes the Qualifying Exam, prepares a formal dissertation proposal, and successfully defends the content of the proposal before his/her advisory committee. Immediately following the proposal defense, the student's dissertation committee will vote to admit the student to candidacy, to have the student resubmit the proposal within six months, or to dismiss the student from the Ph.D. program. A student can only resubmit his/her proposal once. The dissertation committee should be comprised of at least five members, at least three of whom should be HWCOM graduate program faculty and at least one member who is not a member of the HWCOM faculty and who holds a Graduate Faculty appointment.

4. The dissertation and dissertation defense. The Dissertation Advisory Committee (DAC) will approve the major goals of the research project, monitor progress of student performance and approve a target date for the dissertation defense. A prerequisite for the dissertation defense is publication or submission of peer-reviewed papers. It is expected that the student will be first or senior author on at least one of the peer-reviewed publications. The format of the dissertation should follow UGS guidelines. The dissertation defense will take place after the dissertation is submitted in a final form and approved by the DAC. Changes recommended at the time of the defense may be incorporated subsequently. The dissertation should be submitted to the DAC at least four weeks prior to the expected defense date to permit the members adequate opportunity for review. Review of the dissertation by an outside reviewer is encouraged. The defense of the dissertation is governed by the regulations established by the UGS. The dissertation defense includes a public seminar followed by defense of the dissertation to the DAC in closed session. Following the examination, the DAC evaluates the performance in the candidate's absence and votes to pass or fail the candidate. The record of the vote is recorded on FIU University Graduate School Form Defense of Dissertation Results and submitted to the University Graduate School Office.

a. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

The curriculum includes required courses fundamental for understanding biomedical and translational sciences, providing elective courses selected in consultation with the dissertation advisor and the Program Director. The program of study will require completion of required core and elective courses in the curriculum, for a total of 81 credits, as described in Supplemental Table I. Graduate students will take core medical courses side-by-side with the medical students, providing

a background in and appreciation of biomedical sciences not available in other FIU colleges.

- Laboratory research rotations

Newly matriculating students will perform research rotations in a minimum of three different faculty laboratories for four to six weeks each. Students will choose faculty laboratories with the consent of those faculty members. The purpose of the rotations is three-fold. First, each rotation period provides the student with an opportunity to evaluate the faculty member and laboratory. Second, the rotation provides the faculty member with an opportunity to evaluate the student. Third, rotations in diverse laboratories expose the student to a variety of methodologies and concepts. The rotation experience will be an approved course with credit, and students will receive a pass or fail grade based on an average of the evaluations of the three participating faculty members. Before beginning a rotation, students should discuss with the faculty member the expectations of the rotation and evaluation procedures. Rotations are available only in the laboratories of funded or new faculty members. In the event that the student cannot make a decision on a major advisor after three rotations, a fourth rotation will be allowed. If a student is initially supported on a research grant rather than FIU or HWCOM funds, the student can petition for a reduction in the number of required rotations by written request to the Program Director.

- Seminars and retreats
  - Faculty research presentations: In the first term, faculty members will describe their research interests to the students in a series of short presentations. Although there is no credit for attending these presentations, it is an integral part of the training program and provides information about faculty research activities that will aid the students in selection of rotations and dissertation advisors.
  - HWCOM seminars and conferences (1 credit): Participation in and attendance at the weekly HWCOM seminars are an important part of graduate training. Student attendance is mandatory throughout their term as graduate students.
  - Student journal club and research presentations: Annually each student will give a presentation to the students and faculty. Initially students will give literature presentations, but, once they have sufficient research results, they can present their own research.
  - HWCOM retreats: Students will be encouraged to give poster presentations on their research at an annual HWCOM retreat.
  - In addition to HWCOM seminars, other colleges sponsor seminars that would be of interest and educational value to the students. They will be notified by email, on the COM web site and by printed notices of seminars within the college. The FIU web site includes notices of all seminars and other educational opportunities within the university. Since the information is already available, the students will be provided with training in how to access the information. In addition, a web site specifically for graduate students will be constructed where course information, seminars and other information will be updated daily.

b. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program. The sequence of courses is given in Supplemental Table I.

c. Provide a one- or two-sentence description of each required or elective course. A brief description of each course is provided in Supplemental Table I.

d. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and identify if any industry advisory council exists to provide input for curriculum development and student assessment.

We consulted a number of hospital systems and biotechnology companies in South Florida. These organizations have advised us that there is a serious shortage of high-level biomedical scientists, both in the Miami-Dade area and in the State of Florida (see letters in the appendix). Our program was written in response to this demonstrated need for graduates of a program that specifically educates and trains students who will fill the workforce in local industries and medical centers. The creation of this FIU HWCOM graduate program will make South Florida even more attractive as a home for future biomedical and bioscience businesses.

e. **For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.** Not applicable.

f. **For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?** Not applicable.

g. **Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.**

The program will entail traditional delivery on the FIU Modesto A. Maidique Campus. All proposed required and elective courses are based in FIU HWCOM and other FIU colleges. All research activities, such as laboratory rotations, seminars, preparation of dissertation proposal and all research activities will be conducted in the research laboratories of the HWCOM. There are no specialized services or necessity to involve other universities.

c. Faculty Participation

a. **Use Table 4 to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

The teaching faculty in the Ph.D. program will be comprised of HWCOM faculty and faculty members from affiliated departments with secondary appointments in HWCOM basic science departments. Table 4 lists the participating faculty in basic science departments of the College of Medicine. Secondary appointments in HWCOM basic science departments have been or soon will be granted to faculty from the College of Arts and Sciences and the College of Engineering and Computing (identified in Supplemental Table 2), and more secondary appointments will be made in the future. These faculty members will be eligible to teach in the graduate program. Faculty members eligible to serve as dissertation advisors must be tenured or on the tenure track with an

appointment (primary, joint or secondary) in a basic science HWCOM department and must receive dissertation advisor status from the UGS. Faculty members from HWCOM and other colleges with graduate faculty status from UGS but without dissertation advisor status, including non-tenure and clinical faculty, will be permitted to serve as members of the student's Dissertation Advisory Committee (DAC).

It should be noted that the student-to-faculty ratio does not take into account the mentoring contributions by faculty from other colleges with secondary appointments. In addition, HWCOM faculty were recruited primarily as researchers and have considerably more time to mentor students than do most faculty in other colleges. As a new college, HWCOM was able to recruit funded basic science faculty, which means more available student support per faculty member than in other colleges. This method will be used in future faculty recruiting.

b. Use Table 2 to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 4). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

One additional HWCOM basic science faculty member will be recruited prior to initiation of the program, at which point the basic science departments will have adequate numbers of faculty to provide a curriculum developed around their strengths. The first two years of coursework is comprised of basic medical courses, a feature of this graduate program that distinguishes it from other FIU programs. This allows HWCOM graduate students and medical students to learn side-by-side, providing a distinctive educational opportunity for both. Both graduate and medical students will attend many of the same pre-clinical courses, as listed in curriculum in Supplemental Table 1. Since the basic medical sciences courses are already being offered to the medical class, additional faculty will be added only as the medical class size increases. In addition to the substantial cadre of non-tenure track educators, HWCOM is recruiting seven more teaching faculty in 2011, so the teaching staff will be adequate for both medical and graduate courses at the initiation of the program. Some of these new faculty members will have appointments in basic science departments and an opportunity to participate in the graduate program. The HWCOM will generate a list of course offerings one year in advance. Teaching assignments to core and courtesy faculty members will be made by the chair of the appropriate HWCOM basic science department in consultation with the faculty and Program Director. The core courses in the HWCOM medical curriculum are already in place. **The planned expansion of the HWCOM and basic science departments will be an attraction to the recruitment of new research-active and funded faculty who will participate in the program as major advisors and DAC members.** The projected growth of the HWCOM faculty is shown in Table 4.

c. Provide the number of master's theses and/or doctoral dissertations directed, and the number and type of professional publications for each existing faculty member (do not include information for visiting or adjunct faculty).

Faculty Name	Theses	Dissertations	Professional Publications
Acuna, Juan	21	2	58
Agoulnik, Alexander	3	1	96
Agoulnik, Irina	0	0	32
Herrera, Rene	40	12	150
Mathee, Kalai	10	3	61
Mukhopadhyay, Rita	0	1	46
Nair, Madhavan	14	8	130
Rosen, Barry	3	20	281

Simpson, Joe Leigh	0	2	740
Tempest, Helen	0	0	25

d. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

As the HWCOM is a new academic unit, there are limited data available for teaching activities. The research funding and productivity is shown in Supplemental Table 2.

d. Non-Faculty Resources

a. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.

Medical Library – Herbert Wertheim College of Medicine

The Medical Library opened in July, 2009. Its purpose is to support the programs of the Herbert Wertheim College of Medicine with a primary objective of providing collections and services for the developing medical curriculum. It has 4.0 FTE professional librarians and 5.5 FTE support staff and student assistants. It is located on the third floor of the Green Library on the Modesto Madique Campus.

- *Books.* The Medical Library acquires one print copy of all curriculum-required textbooks. The library also acquires one copy of any recommended textbook that is not available electronically.. A nationally recognized 'core list' of books for medical libraries is used as a foundation tool to ensure broad subject coverage (Doody's Core Titles[1]). Each year, the Medical Library acquires new and updated editions to this core titles list. Beyond the core, medical librarians supplement the collection with additional titles to provide depth (e.g., *Thieme* online anatomy atlases). As of November 2010, the Medical Library held 1,025 books, including 532 in print and 493 electronic.
- *Journals.* To build a foundation journal collection, the Medical Library has ensured access to the top 500 medical journals. This target was comprised of the unique titles between the Abridged Index Medicus list, which represents the foremost medical journals in English in the PubMed database, and core journals for the post-print medical library as analyzed and reported in the literature by Shearer.[2] Of the top 500 titles, 404 were already available through the subscription programs of either the University Libraries or the Florida Center for Library Automation (FCLA). The Medical Library acquired the remaining 96. An additional 110 journals were acquired based on requests from faculty members, interlibrary loan request analyses, or by

1 "Doody's Core Titles" is the nationally recognized successor to the "Brandon-Hill selected list of print books and journals for the small medical library." URL: http://www.doody.com/dct/

2 Shearer BS, Nagy SP. Developing an academic medical library core journal collection in the (almost) post-print era: the Florida State University College of Medicine Medical Library experience. *JMLA* 2003;91:292-302.

their inclusion in vendor package. The combined subscriptions of the Medical Library, the University Libraries and FCLA, provide access to over 4,000 electronic journals in the biomedical and health sciences.

- *Databases.* Databases were selected for their coverage of medical knowledge resources and their provision of clinical tools commonly used by medical students. Further criteria included accessibility from both on and off campus locations, the vendor's reputation, and platform functionality and stability. The Medical Library subscribes to 16 medical databases. Besides these, access is available to an additional 83 biomedical/health science databases through the University Libraries and the FCLA. The list includes important databases such as *The Cochrane Library* and *PsychInfo*.
- *Self-instructional materials.* Library self-instructional materials are available electronically. They cover a broad array of information management skills on medical topics. They include tutorials on searching medical literature databases, finding and evaluating evidence-based medicine resources, copyright applications, and how to use clinical databases.

(signature provided in Appendix)

_____ _____

David W. Boilard, AMLS, MPH
Founding Director of the College of Medicine Library Date

b. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.

Required journals will be added when necessary. No other additional library resources will be needed to implement or sustain the program.

c. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

The HWCOM has two lecture rooms, one of which holds 85 students and the other 135 students in which graduate students and medical students will take the core courses side-by-side. A third lecture room for 140 students will be available in 2013, when the new Science Classroom Complex is completed. The Ph.D. program is based on the research studies conducted by students in the laboratories of academic advisors. All advisors are required to have active extramurally funded research programs. The participating faculty members in the basic science departments of the HWCOM and the other colleges all have fully furnished laboratories that contain all the basic equipment necessary to carry out biochemical and molecular cell biology research.

d. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2. Do not include costs for new construction because that information should be provided in response to X (J) below.

No additional classroom or teaching laboratories will be required. New faculty will be allocated

adequate office and laboratory space. Each current core faculty member has excellent laboratory space with room for several students each. There is ample laboratory space in AHC3 to accommodate projected new faculty hires in years 1 and 2. In year 2 the new Science/Classroom building will be completed, providing laboratory and office space for faculty recruits through year 5.

e. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

Each participating faculty member has a well-equipped laboratory. FIU HWCOM has a number of core research facilities that will be available for students. In addition, major equipment and core facilities are also available in the School of Computing and Information Sciences and the Department of Biomedical Engineering in the College of Engineering and Computing.

(1) **FIU HERBERT WERTHEIM COLLEGE OF MEDICINE FACILITIES**

- Histology laboratory for both paraformaldehyde-fixed and frozen tissue acquisition, processing and section preparation facility. Immunohistochemistry services will be provided for both animal and patient clinical samples.
- Microscopy room with an epifluorescence microscope to augment the FIU confocal facility.
- A transgenic core that can provide assistance in the design and production of genetically modified mice. This core will provide consultation and services to the FIU research community. After completion of the animal facility in the new Science Classroom Complex, this core will perform pronuclear microinjections, embryonic stem (ES) cell gene targeting, and targeted ES cell microinjections to produce transgenic and knockout mice.
- Cell Culture Facility will provide investigators with a diverse array of pathogen-free cell lines.
- HPLC-ICP-MS facility for trace metal analysis.
- Structural Proteomics Crystallization Facility for training students and other personnel in the art of crystallizing proteins for X-ray crystallography and structure determination.

(2) **FIU COLLEGE OF ENGINEERING AND COMPUTING FACILITIES**

- Bioinformatics Research Group
- Biosensors Center
- Center for Advanced Distributed System Engineering
- CREST Center of Emerging Technologies for Advanced Information Processing and High-Confidence Systems
- Distributed Multimedia Information Systems Laboratory
- High Performance Database Research Center
- Nanomaterials Center

(3) **FIU COLLEGE OF ARTS AND SCIENCES**

- Imaging Facility including confocal and atomic force microscopes, micro-PET/CT, fluorescence imaging, and proteomics/mass spectrometry
- Electron microscopy facility
- Small animal facility
- NMR facility
- DNA sequencing facility

f. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2. Not applicable**.**

g. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2. Not applicable.

h. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2.

The HWCOM has received generous funding from various sectors of the society. The first year support to cover the tuition and stipends will be provided by FIU University Graduate School in the form of five Graduate Teaching Assistantships per year. The second year will be provided for Graduate Research Assistantships by HWCOM funds. It is anticipated that core faculty members will have adequate grant support for stipends, fees and tuition for supported graduate students in the remaining years of studies. HWCOM faculty members who will participate in this program are funded through extramural agencies (NIH, DoD, HRSA, EPA, private foundations, etc.) that may provide graduate student support starting in their third year. A list of current faculty grants is provided in the Appendix as Supplemental Table 2. New faculty recruited in subsequent years will be expected to have or obtain extramural grants that can support students. After the fifth year of this program, it is anticipated that training grants will be submitted based on a successful track record of this curriculum. In addition, as this program evolves, collaborative partnerships will be created with local biomedical companies, institutes and hospital systems, who anticipate collaborating with our faculty and employing our graduates (see letters of support included in the Appendix). These organizations may also consider funding opportunities for research projects as well as training students as interns, research associates and eventually employing them. Thus the HWCOM Graduate Program will provide highly trained biomedical Ph.D. scientists to the South Florida workforce.

i. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5. Not applicable.

j. **If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.** Not applicable.

Appendix

- Required Tables 1-4
- Signed Diversity Statement
- Signed Library Assessment
- Supplemental Table 1. List of courses
- Supplemental Table 2. Extramural grant support in the HWCOM
- Assessment of Technology Capacity
- External Reviewer's Report
- Letters of support from Florida State University System institutions
    - Garnett Stokes, Ph.D., Provost and Executive Vice President for Academic Affairs, Florida State University
    - Ralph Wilcox, Ph.D., Provost and Executive Vice President, University of South Florida
    - Joseph Glover, Ph.D., Provost and Senior Vice President for Academic Affairs, University of Florida
    - Tony Waldrop, Ph.D., Provost and Vice President for Academic Affairs, University of Central Florida
- Letters of support from FIU colleges
    - Michele Ciccazzo, Ph.D., R.D., Interim Dean, Robert Stempel College of Public Health and Social Work
    - Kenneth Furton, Ph.D., Dean, College of Arts and Sciences
    - Amir Mirmiran, Ph.D., P.E., FASCE, FACI, Dean, College of Engineering and Computing
- Letters of support from South Florida biomedical organizations
    - Raul Herrera, M.D., Chief Research Officer, Miami Children's Hospital
    - Joseph D. Rosenblatt, M.D., Interim Director, Sylvester Comprehensive Cancer Center
    - Robert C. Goldszer, M.D., Senior Vice President and Chief Medical Officer of Mount Sinai Medical Center
    - Russell Allen, President and CEO, BioFlorida
    - Jeffrey Wolf, CEO, Heat Biologics, Inc.
    - Frank. R. Nero, President and CEO of the Beacon Council
    - Yamilet Ceballo, Director of College Relations, Beckman Coulter
- Supporting Information/Surveys of Need and Demand
- *Curriculum vitae* of participating faculty

TABLE 1-B
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Graduate Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	0	0	0	0	0	0	0	0	0	0
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	2	1.5	3	2.25	4	3	6	4.5	8	6
Individuals who graduated from preceding degree programs at other Florida public universities	0	0	1	0.75	2	1.5	3	2.25	4	3
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	0	0
Additional in-state residents***	2	1.5	5	3.75	8	6	10	7.5	11	8.25
Additional out-of-state residents***	0	0	0	0	0	0	0	0	0	0
Additional foreign residents***	1	0.75	1	0.75	1	0.75	1	0.75	2	1.5
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	**5**	**3.75**	**10**	**7.5**	**15**	**11.25**	**20**	**15**	**25**	**18.75**

* List projected yearly cumulative ENROLLMENTS instead of admissions
** If numbers appear in this category, they should go DOWN in later years.
*** Do not include individuals counted in any PRIOR category in a given COLUMN.
** FTHC are students takng 9 credits per term (excluding summer); PTHC are students taking about half the number of credits taken
**** Students in program take 24 credits which relate to 24/32=0.75 FTE

TABLE 2
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1						Year 5				
	Funding Source						Funding Source				
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	**Subtotal E&G and C&G**	Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	**Subtotal E&G and C&G**
Faculty Salaries and Benefits	67,665	6,001	0	0	28,214	**$101,880**	373,863	24,002		280,630	**$678,495**
A & P Salaries and Benefits	0	6,594	0	0	0	**$6,594**	0	34,984	0	0	**$34,984**
USPS Salaries and Benefits	0	4,439	0	0	0	**$4,439**	0	23,499	0	0	**$23,499**
Other Personnel Services	0	0	0	0	0	**$0**	0	0	0	0	**$0**
Assistantships & Fellowships	0	113,325	0	0	0	**$113,325**	0	240,558	0	360,836	**$601,394**
Library	0	0	0	0	0	**$0**	0	0	0	0	**$0**
Expenses	0	14,000	0	0	0	**$14,000**	0	66,000	0	0	**$66,000**
Operating Capital Outlay	0	0	0	0	0	**$0**	0	0	0	0	**$0**
Graduate Asst Waivers	0	49,164		0	0	**$49,164**	0	171,976		257,964	**$429,940**
Total Costs	**$67,665**	**$193,522**	**$0**	**$0**	**$28,214**	**$289,402**	**$373,863**	**$561,019**	**$0**	**$899,430**	**$1,834,312**

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

Faculty and Staff Summary

Total Positions (person-years)	Year 1	Year 5
Faculty	0.45	2.85
A & P	0.1	0.5
USPS	0.1	0.5

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	$261,187	$934,881
Annual Student FTE	3.75	18.75
E&G Cost per FTE	$69,650	$49,860

TABLE 3
ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
555-555 World exploration fund (example)	0	0	**$0**
COM E&G Current	26,100,000	67,665	**$26,032,335**
	0	0	**$0**
	0	0	**$0**
	0	0	**$0**
	0	0	
Totals	$26,100,000	$67,665	**$26,032,335**

TABLE 4
ANTICIPATED FACULTY PARTICIPATION

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	Juan Acuna ,M.D. Genetics	Assoc. Prof	Tenured	Fall 2012	12	1.00	0.00	0.00	12	1.00	0.20	0.20
A	Alexander I. Agoulnik, Ph.D Genetics	Professor	Tenured	Fall 2012	12	1.00	0.10	0.05	12	1.00	0.20	0.20
A	Irina Agoulnik, Ph.D. Cell Biology	Assoc. Prof	Ten Track	Fall 2012	12	1.00	0.10	0.05	12	1.00	0.20	0.20
A	Rene J. Herrera, Ph.D. Genetics	Professor	Tenured	Fall 2012	12	1.00	0.10	0.05	12	1.00	0.20	0.20
A	Kalai Mathee, Ph.D. Microbiology	Professor	Tenured	Fall 2012	12	1.00	0.10	0.05	12	1.00	0.20	0.20
A	Rita Mukhopadhyay, Ph.D. Microbiology	Assoc. Prof	Tenured	Fall 2012	12	1.00	0.10	0.05	12	1.00	0.20	0.20
A	Madhavan Nair, Ph.D. Immunology	Professor	Tenured	Fall 2012	12	1.00	0.10	0.05	12	1.00	0.20	0.20
A	Barry P. Rosen, Ph.D Biochemistry	Professor	Tenured	Fall 2012	12	1.00	0.10	0.05	12	1.00	0.20	0.20
A	Joe Leigh Simpson, M.D. Genetics	Professor	Tenured	Fall 2012	12	1.00	0.00	0.00	12	1.00	0.05	0.05
A	Helen Tempest, Ph.D. Genetics	Asst. Prof.	Ten Track	Fall 2012	12	1.00	0.10	0.05	12	1.00	0.20	0.20
B	New Hire, Ph.D. or M.D. Infectious Disease	Open	Ten Track	Fall 2012	12	1.00	0.10	0.05	12	1.00	0.20	0.20
B	New Hire, Ph.D. or M.D. Enviromental Toxicology	Open	Ten Track	Fall 2013	0	0.00	0.00	0.00	12	1.00	0.20	0.20
B	New Hire, Ph.D. or M.D. Reproductive Biology	Open	Ten Track	Fall 2014	0	0.00	0.00	0.00	12	1.00	0.20	0.20
B	New Hire, Ph.D. or M.D. Human Genetics	Open	Ten Track	Fall 2015	0	0.00	0.00	0.00	12	1.00	0.20	0.20
B	New Hire, Ph.D. or M.D. Immunology	Open	Ten Track	Fall 2016	0	0.00	0.00	0.00	12	1.00	0.20	0.20
	Total Person-Years (PY)							**0.45**				**2.85**

Faculty Code		Source of Funding	PY Workload by Budget Classsification Year 1		Year 5
A	Exisitng faculty on a regular line	Current Education & General Revenue	0.40		2.65
B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.05		0.20
C	New faculty to be hired on a new line	New Education & General Revenue	0.00		0.00
D	Existing faculty hired on contracts/grants	Contracts/Grants	0.00		0.00
E	New faculty to be hired on contracts/grants	Contracts/Grants	0.00		0.00
		Overall Totals for	**Year 1** **0.45**		**Year 5** **2.85**

A. Indicate what steps will be taken to achieve a diverse student body in this program, and identify any minority groups that will be favorably or unfavorably impacted. The university's Equal Opportunity Officer should read this section and then sign and date in the area below.

Highly qualified students, both domestic and international, will be recruited into the program. A Graduate Recruiting Committee will be established consisting of five faculty member, one elected from each basic science department. The committee members will serve a five-year term. To allow for continuity of the committee, after the first year, four members will be reappointed, and one new member appointed, and a new member appointed each subsequent year. Active recruiting initiatives will include:

- Members of the committee will operate a table at the FIU Fall Graduate Open House.
- Members of the committee will visit local colleges/universities. They will offer to present a seminar and request to be allowed to discuss the HWCOM graduate program with interested students. Expenses for these visits will be paid by the HWCOM and are included in Table 2.
- Student advisors and faculty from local universities will be invited to visit FIU HWCOM to be informed about the graduate program.
- A Graduate Program web page has been added to the FIU COM web site, with content to be added. This site will contain information about the COM graduate program, its faculty and resources, as well as links to the UGS and application material.
- Information about the graduate program and application material will be mailed or emailed to graduate advisors/faculty at local colleges and universities, as well as nationally and internationally.
- The committee will arrange for an interview with applicants who meet all requirements. Whenever possible the on-site interviews will be conducted. Telephone or Skype interviews will also be used.
- A summer research program for 4 to 6 local undergraduates in their sophomore or junior years. Each student will be given a stipend of $4000, half of which will be provided by COM and the other half from faculty grants (Supplemental Table 2). Faculty members are limited to two summer students. The program will be advertised by mailing/emailing brochures and application material to local universities. Qualified local applicants will be invited for interviews.
- Special attention will be devoted to assure the diversity of the student body. The Basic Biomedical Sciences Program will work with The FIU Minority Biomedical Research Support (MBRS) Office to provide the opportunities to minority students including MBRS RISE, MBRS SCORE and MARC U-STAR and McNair Programs. The FIU MORE Program will be used by participating faculty to secure funding for minority students.
- Students from Historically Black Colleges and Universities (HBCU) in the US http://www.univsource.com/hbcu.htm will be actively recruited. For example, in Miami is Florida Memorial University http://www.fmuniv.edu/, and in Daytona is Bethune-Cookman University. The committee will visit those universities for recruitment trips. Faculty members from science departments will be invited to HWCOM as will students in their biology and chemistry clubs.

- For many years FIU has been a leader in educating Hispanic students. The creation of biomedical science Ph.D. program in South Florida would provide the opportunity for minority doctorial students.

Shirlyon J. McWhorter, Director
Equal Opportunity Programs and Diversity

2/22/11
Date

A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.

Medical Library – Herbert Wertheim College of Medicine

The Medical Library opened in July, 2009. Its purpose is to support the programs of the Herbert Wertheim College of Medicine with a primary objective of providing collections and services for the developing medical curriculum. It has 4.0 FTE professional librarians and 5.5 FTE support staff and student assistants. It is located on the third floor of the Green Library on the Modesto Madique Campus.

- *Books.* The Medical Library acquires one print copy of all curriculum-required textbooks. The library also acquires one copy of any recommended textbook that is not available electronically.. A nationally recognized 'core list' of books for medical libraries is used as a foundation tool to ensure broad subject coverage (Doody's Core Titles[1]). Each year, the Medical Library acquires new and updated editions to this core titles list. Beyond the core, medical librarians acquire supplements the collection with additional titles to provide depth (e.g., *Thieme* online anatomy atlases). As of November 2010, the Medical Library held 1,025 books, including 532 in print and 493 electronic.

- *Journals.* To build a foundation journal collection, the Medical Library has ensured access to the top 500 medical journals. This target was comprised of the unique titles between the Abridged Index Medicus list, which represents the foremost medical journals in English in the PubMed database, and core journals for the post-print medical library as analyzed and reported in the literature by Shearer.[2] Of the top 500 titles, 404 were already available through the subscription programs of either the University Libraries or the Florida Center for Library Automation (FCLA). The Medical Library acquired the remaining 96. An additional 110 journals were acquired based on requests from faculty members, interlibrary loan request analyses, or by their inclusion in vendor package. The combined subscriptions of the Medical Library, the University Libraries and FCLA, provide access to over 4,000 electronic journals in the biomedical and health sciences.

- *Databases.* Databases were selected for their coverage of medical knowledge resources and their provision of clinical tools commonly used by medical students. Further criteria included accessibility from both on and off campus locations, the vendor's reputation, and platform functionality and stability. The Medical Library subscribes to 16 medical databases. Besides these, access is available to an additional 83 biomedical/health science databases through the University Libraries and the FCLA. The list includes important databases such as *The Cochrane Library* and *PsychInfo*.

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[1] "Doody's Core Titles" is the nationally recognized successor to the "Brandon-Hill selected list of print books and journals for the small medical library." URL: http://www.doody.com/dct/

[2] Shearer BS, Nagy SP. Developing an academic medical library core journal collection in the (almost) post-print era: the Florida State University College of Medicine Medical Library experience. *JMLA* 2003;91:292-302.

- *Self-instructional materials.* Library self-instructional materials are available electronically. They cover a broad array of information management skills on medical topics. They include tutorials on searching medical literature databases, finding and evaluating evidence-based medicine resources, copyright applications, and how to use clinical databases.

David W. Boilard, AMLS, MPH
Founding Director of the College of Medicine Library

2/21/11
Date

Supplemental Table 1. HWCOM Curriculum. Part I: mandatory courses

Year	Semester	Ph.D. Schedule/Courses	Credits	HWCOM Courses	GS Forms
1	Fall	Genes, Cells and Molecules	4	BMS6001	
		Structure and Function	4	BMS6002	
		Microbiology, Infection and Immunology	2	BMS6300	
		Lab Rotation	1	BMS6XXX	
	Spring	Graduate Seminar	1	BMS6XXX	
		Epidemiology and Biostatistics	1	BMS6880	
		Lab Rotation	1	BMS6XXX	
		Supervised Teaching	1	BMS6XXX	
		Electives (see part II)	5		
	Summer	Formation of Committee: Appointment of Dissertation Committee: Preliminary proposal	1	BMS6XXX	D-1
		Research Credits	5	BMS6XXX	
2	Fall	Introduction to Scientific Writing	3	BMS6XXX	
		Graduate Seminar	1	BMS6XXX	
		Research Credits	6	BMS6XXX	
		Electives (see part II)	5		
	Spring	Research Credit	6	BMS6XXX	
		Graduate Seminar	1	BMS6XXX	
		Elective (Optional)			
	Summer	Elective (Optional)			
		Research Credit	6	BMS6XXX	
3	Fall	Qualifying Examination	5	BMS6XXX	
		Program for Doctoral Degree and Application for Candidacy			D-2

		Doctoral Dissertation Proposal (Formal Proposal NIH style)	3	BMS6XXX	D-3
		Dissertation Proposal Seminar	1	BMS6XXX	
		Research Credit	6	BMS7XXX	
		Dissertation Research Credits (total required: 24)	24	BMS7XXX	
Final		Dissertation Committee Report of Annual Dissertation Progress Conference			D-4
		Preliminary Approval of Dissertation and Request for Oral Defense			D-5
		Dissertation Defense Seminar	1	BMS7XXX	D-6
		Final Approval of Dissertation			D-7
		Total credits to graduate	**81**		

Course Descriptions: A unique feature of the Biomedical Sciences Graduate Program is that graduate students and medical students will sit side-by-side in the introductory basic sciences portion of the medical curriculum, as described below.

BMS6001 (Genes, Molecules and cells): This course covers fundamental principles of cell and molecular biology and human genetics and their role in clinical medicine as they relate to health and disease.

BMS6002 (Human Structure and function): This is an introduction to essential concepts of human structure and function with integration of the anatomical and physiological basis of several important clinical skills and procedures.

BMS6300 (Microbiology, Infection and Immunology): This course introduces the general principles of infections, host responses and pathogens evasive maneuvers relevant for a foundation in clinical medicine and important to human disease.

BMS6880 (Epidemiology and Biostatistics): This course introduces students to the study of biostatistics and descriptive epidemiology in order to prepare these students to give a scholarly analysis of medical and public health literature. Prerequisite: currently enrolled in the HWCOM Ph.D. program

Note: Graduate students will not attend small group discussion sessions with medical students. Instead they will utilize this time for working in the labs of faculty members or working on extra assignments given by the course directors.

BMS6XXX (Lab Rotation): 4 week rotation per lab. It will be for pass/fail. The course will be under the aegis of the graduate program director. Prerequisite: currently enrolled in the HWCOM Ph.D. program.

BMS6XXX (Supervised Teaching): Students will assist the faculty members who teach either graduate or medical students. Prerequisite: currently enrolled in HWCOM Ph.D. program.

BMS6XXX (Graduate Seminar): A weekly seminar/discussion course consisting of research presentations by students, faculty and visiting scientists in the area of biomedical sciences will form part of a recurring credit. The students have to register Fall and Spring semesters, present once per year and attend every seminar.

BMS6XXX (Formation of Committee, Proposal): This activity will be the appointment of the dissertation committee. Advisor: After a rotation by agreement between advisor and student with approval of graduate program director. Committee: Five committee members, three from HWCOM and two outside HWCOM. It is advised that one committee member should be from outside FIU. The choice of committee members is the decision of the Advisor and student. The HWCOM graduate committee can weigh in on the suitability of the outside members. Subsequently, the outside member will apply for graduate faculty status. The student submits 4-5 page proposal approved by her committee after his/her first committee meeting to the UGS.

BMS7XXX (Research Credits): Advanced research credits under supervision of advisor.

BMS6XXX (Introduction to Scientific Writing): The course will teach the principles of scientific writing, presentation and organization of scientific presentations. The students will analyze assigned papers. The students will be taught the basics of grantsmanship; they will write a NIH-style proposal.

BMS6XXX (Qualifying Examination): This will be a final exam in the spring of the second year after all the mandatory courses are completed. The overall theoretical knowledge of the student will be tested orally and written examinations. Prerequisite: currently enrolled in the HWCOM Ph.D. program and at least overall 70% score in all mandatory courses.

BMS6XXX (Doctoral Dissertation Proposal): A NIH style 12-page proposal will be submitted to the Dissertation Committee. Prerequisite: currently enrolled in the HWCOM Ph.D. program and permission of major professor.

BMS7XXX (Dissertation Proposal Seminar): The doctoral proposal will be presented by the candidate in the form of a public presentation to the Committee Members and all interested parties at FIU. Prerequisite: currently enrolled in the HWCOM Ph.D. program, completion of comprehensive examination and permission of major professor.

BMS7XXX (Dissertation Credits): Advanced research credits under the supervision of the dissertation advisor. Prerequisite: currently enrolled in the HWCOM Ph.D. program and admission to candidacy and permission of major professor.

BMS7XXX (Dissertation Defense Seminar): Presentation of doctoral defense seminar. Prerequisite: currently enrolled in the HWCOM Ph.D. program with admission to candidacy and permission of major professor and graduate committee.

Note: Exams for graduate students will be separate and given either at the end of the course or the semester.

Table 1. HWCOM Curriculum. Part II: elective courses

HWCOM		
Cellular and General Pathology	5	BMS6600
Pharmacology	3	BMS6400
Graduate Internship (1-9)	1-9	BMS7XXX

Course Descriptions

Electives from HWCOM

BMS6600 (Cellular & General Pathology): Cellular and General Pathology is designed for first year medical students as an introductory course in the study of disease emphasizing the general pathologic concepts and vocabulary.

BMS6400 (Pharmacology): This course introduces students to the basic principles of pharmacology and to the primary classes of drug therapy including the prototypic agents.

BMS7XXX (Graduate Internship): An internship in a laboratory/program outside FIU can be arranged under the supervision of host scientist and FIU faculty member. Prerequisite: currently enrolled in the HWCOM Ph.D. program with admission to candidacy and permission of major professor.

Potential Electives from Other FIU Departments (http://catalog.fiu.edu/index.php?id=769).

Prerequisites for any of the courses taken outside HWCOM: Approvals of the HWCOM Graduate Program Director, Host Department and the course instructor.

Department of Biological Sciences

MCB6935 (**Advanced Topics in Microbiology)**: An intensive study of particular microbiological topics not otherwise offered in the curriculum.

PCB6566 (Chromosome Structure and Function): Structural organization and function of the prokaryotic and eukaryotic chromosome: euchromatin/ heterochromatin, replication, repair, DNA sequence organization and changes during differentiation and development.

PCB6935 (Advanced Topics in Genetics): An intensive study of particular genetic topics not otherwise offered in the curriculum.

PCB7235 (Reproductive Immunology): Molecular and cellular interactions in early development, ontogenetics, and mother and fetus.

Department of Chemistry and Biochemistry

CHM5305 (Graduate Biological Chemistry). Structures of biological molecules; Biochemical reaction mechanisms; Enzyme kinetics; Biomolecular thermodynamics; Biomolecular spectroscopy.

CHM6382 (Advanced Biological Chemistry): In depth exploration of one or more biological chemistry areas, for example, use of multinuclear NMR in examining nuclear acids and proteins; biosynthesis of toxins, roles of porphyrins. Topics covered vary with instructor.

Department of Biomedical Engineering

BME5573 (Nanomedicine): This course was designed for the advanced undergraduate & graduate students at FIU. The course was developed and delivered for the first time in Spring 2008. The aim of the course is to acquire basic knowledge about nanomedicine in general, and about its applications in particular. Emphasis will be on the applications of nanotechnology in measurements and biosensors, therapy and diagnosis, surface biofunctionalisation, biocomponent assembly, drug design and drug deliveries, BioMEMS/NEMS, nanotoxicity, tissue engineering, medical imaging, entrepreneurship and environmental health.

BME6532 (Molecular Imaging): Production of PET and SPECT isotopes and radiopharmaceuticals, pharmacokinetics and experimental models of nuclear medicine tracer kinetics, imaging of molecular processes and function

BME6564 (Optical Imaging Biomedicine): Optical techniques for imaging the structure and function of biological tissues. Modeling of light transport in tissue (forward problem) and image reconstruction (inverse problem). The basic physics and engineering of each optical based imaging technique will be covered.

BME6565 (Quantitative Microscopy and Visualization): Practical and useful projects in optical, confocal, near field, scanning probe and other advanced microscopy and cytometry. Spatial and spectral quantitation of physiologic measures in living tissue.

BME6990/6545: (Biosensers&Nanobioelectronics): This course is meant to provide an overview of the field of Bioelectronics with a focus on the development of electrical biosensors. It covers the principles, technologies, methods and applications of biosensors and bioelectronics. After taking the course, the students are expected to understand the fundamentals of bioelectrochemistry, nanotechnology, biological recognition mechanism, principles of biosensors, and their application in medical applications.

Department of Computer Science

CGS5166 (Introduction to Bioinformatics Tools): Introduction to bioinformatics; analytical and predictive tools; practical use of tools for sequence alignments, phylogeny, visualizations, pattern discovery, gene expression analysis, and protein structure.

STA6176 (Biostatistics) Statistical analysis of data encountered in medical sciences. Analysis of count data, Kaplan-Meier survival analysis, Cox proportional hazards model, analysis of covariance, logistic regression, etc.

Supplemental Table 2: Extramural grant support in the HWCOM.

Faculty	Department	Open Grants	Award Amount	Duration	12 month annualized	Annualized Total		Peer Reviewed Articles
Joe Leigh Simpson	Genetics	C76HF14595	$235,620	7/09-6/11	$117,810			3
		W81XWH-10-1-0732	$1,401,000	9/10-9/12	$700,000	$817,810		
Barry P. Rosen	Biochemistry	R37GM055425	$5,000,000	9/10-8/15	$1,000,000	$1,000,000		9
Alexander I. Agoulnik	Genetics	R21HD059951	$404,220	2/9-12/11	$138,590			9
		R21HL093605	$178,500	8/09-6/12	$61,200			
		R03MH085705	$25,000	9/09-8/11	$12,500	$212,290		
Irina Agoulnik	Cell Biology	R21CA129265	$379,913	3/10-9/11	$182,358			3
		W81XWH-10-1-1022	$108,750	9/10-9/11	$108,750	$291,108		
Rene J. Herrera	Genetics	SC1GM083685	$1,400,095	5/08-3/12	$373,359	$373,359		12
Kalai Mathee	Microbiology	SC1AI081376	$1,376,800	8/08-7/12	$344,200			5
		M156626	$205,676	5/10-12/11	$137,117	$481,317		
Madhavan Nair	Immunology	R01MH085259	$1,687,310	7/10-2/15	$361,566			5
		R01DA021537	$1,734,382	9/06-8/12	$346,876			
		R37DA025576	$1,657,440	9/08-8/13	$331,488			
		R01DA027049	$3,300,000	8/09-5/14	$660,000	$1,699,931		
			$19,094,706			$4,875,815		46

Assessment of Technology Capacity

The Division of Information Technology provides and maintains a highly redundant and resilient network to allow users access to university resources and the Internet. The network supports 6,000 Voice over Internet Protocol (VoIP) phones, 25,000 end stations, the e-library, as well as all the student housing complexes. The Division provides detailed configuration information for connecting students' computers to the university's network. As a research university, FIU is a member of the high-speed network Internet2 and National Lambda Rail (NLR), an integration of Layer 3 Internet services that provides powerful research, financial support, and performance benefits. The Division provides a free high-speed wireless network to the university community from a variety of locations on campus, including common usage areas and all general-purpose classrooms. The wireless network allows students, faculty, and staff to gain access to the Internet without having to physically connect their computers with a network cable. The wireless capability in the classroom facilitates and enhances the faculty's use of technology in teaching.

The Division provides central resources, training, and services to support faculty, staff, and student access to technology and in the use of technology. Services are available through multiple channels including online, telephone, and in-person. The open and instructional labs provide access and support to students and faculty on specific and major computer applications. The Division provides instruction, consultation, and support in the use of multimedia equipment to faculty and students. Services include delivery of equipment to classrooms, labs and conference rooms; technical and set-up support for multimedia equipment use in classrooms and special events or presentations; short term loan of equipment for faculty and students; and project planning for multimedia equipment installations. The Division's Training Center offers training sessions and workshops that focus on the skills required to make the most effective and efficient use of computing resources and desktop applications. These courses improve the office automation skills and job performance of university personnel as well as enhance the instructional mission of the university by training the faculty in the use of technology in the classroom. The Division's Support Center provides online, telephone, and walk-in support to all faculty, staff, and students. Support to the desktop is available through the Division's Call Center. Students and faculty can either call, walk-in or send email at any time during business hours.

Proposed Ph.D. Program in Basic Biomedical Sciences in the

The Herbert Wertheim College of Medicine at

Florida International University

Consulting Report Date: August 9, 2011

Report Submitted By: Daniel A. Walz, Ph.D.

Associate Dean for Research and Graduate Programs and Professor of Physiology

Wayne State University School of Medicine

Detroit, MI 48201

Campus Visit: August 8-9, 2011

Summary: The College of Medicine proposes to establish a Ph.D. program in Basic Biomedical Sciences at Florida International University that will be multidisciplinary in nature and is designed to successfully recruit four highly qualified students per year over a five year period so that this doctoral program reaches a steady state of approximately 20-25 students. This program is designed to fulfill several critical needs of the College of Medicine including but not restricted to the essential need for the training of medical students with an exposure and functional experience in biomedical research as well as the ability to attract, sustain and retain biomedical research faculty to the College of Medicine. To fulfill these essential objectives Florida International University and its College of Medicine have promised financial assistance for each of these pre-doctoral students in the form of a combination of institutional, college and research investigator financial support for each student's tuition and stipend assistance that is offered at a regionally competitive level. The pre-doctoral students will receive their initial year of didactic education in a side-by-side relationship with the medical students to better introduce the pre-doctoral students to the basic medical sciences from a medical perspective and to promote the co-mingling of medical students with research students so that each student population can better learn with one another. The current faculty members of the College of Medicine each has an extramurally funded research program and, as such, has the capability of supporting individual students. The proposed program integrates well with offerings in the College of Arts and Sciences as well as the College of Engineering and Computing so that students from

each of these colleges can and likely will share didactic courses and research opportunities.

The proposed program is very well designed, is well aligned with the mission of the college and university, and will significantly benefit the students, residents and businesses of the greater Miami area as well as the State of Florida. **It is thus without reservation that I strongly recommend the implementation of the proposal to establish a Ph.D. program in Basic Biomedical Sciences in the College of Medicine at Florida International University.**

This report has been crafted to emphasize the strengths and weaknesses, opportunities and threats (SWOT) of this proposed program

Strengths: As with any doctoral program, the strength resides in the faculty. In this proposed program that is equally true. Having spent two full days in meeting with a spectrum of constituents who will be a part of this program I have been impressed with the uniformity of enthusiasm for the program and the understanding of how the proposed program will enhance their own programs and interests. The faculty within the College of Medicine each brings a solid background of funded research to the program and an awareness of the importance of graduate students to the vitality and vibrancy of research. The College faculty also embraced the opportunity to have students discovering science as it has an impact on the human condition in a well-controlled laboratory environment. The research faculty members have very solid records of publication in peer-reviewed journals and the proposed curriculum is designed to require students to have at least three such publications completed prior to or immediately upon completion of their training. Such students will have a substantially enhanced attractiveness to employers. Highly trained students will similarly increase the likelihood that the faculty will retain a competitive advantage for continuous extramural support of their research, thereby enhancing the economic value of Florida International University to the region and the state. This program also integrates well with the university's mission to expand its research portfolio by increasing the role of the College of Medicine to represent at least 50% of the institution's overall funded research programs. In order to achieve this level of expectation the College of Medicine must have a graduate research program in addition to its medical education program.

There are well designed plans for a new research building adjacent to the research laboratories shared with the College of Arts and Sciences and the College of Public Health and Social Work. As described throughout the program visit, recruitment offers have already been extended to several faculty candidates and new, unassigned laboratory space is already in place for these recruitments. Thus present and future

capacity exists to accommodate the placement of four doctoral students in each of the next five years.

An additional strength resides in the rich and diverse population of potential students who reside in the greater Miami area as well as throughout the State of Florida. The area is especially fortunate to have immediate access to a numerically large and highly baccalaureate-educated population of Hispanic students. Florida International University has a well-established record of providing educational opportunities to many first-generation in college students and the opportunity will now exist to attract the best of these students into biomedical research careers at Florida International University while concurrently retaining their close proximity to home and family. This is an extraordinary and unique asset to the region and state.

Weaknesses: There are but a few weaknesses in the program. Since the program has yet to receive approval not all of the didactic courses to be offered have been fully developed. This will change as additional students are recruited. A well-articulated recruitment plan is not fully developed so that prospective students throughout the state and region become aware of this program. The proposal correctly places a significant emphasis on the value of these Ph.D. students to the local economy. However, career development in the life sciences most often is extended into at least one period of post-doctoral training and the proposal is silent on this topic. It should be noted that placement of Ph.D. students into post-doctoral positions has the added value of introducing the institutions of post-doctoral placement to Florida International University and is an additional recruitment opportunity for new Ph.D. applicants to locate in the Miami and Florida area.

As the program grows and is successful the university and its colleges will need to develop a robust mechanism to inform faculty and students from all of the life science programs as to seminars and other one-time educational offerings. The students indicated that they rarely learn of seminars in other colleges unless a colleague brings it to their attention.

The proposed didactic curriculum should consider adding a requirement that every student in the proposed program must take a course in computing and informatics, an offering sometimes referred to as bioinformatics. The complexity of gene and protein expression patterns, as but one example, requires very sophisticated computation analyses. Such a course will allow the student to read and interpret the scientific literature as well as to understand the body of data that is generated within their own research studies.

The proposal will benefit from several explicit examples of existing collaborations between faculty in the College of Medicine and other colleges within the university.

Opportunities: The greatest opportunity in this proposal lies in the ability to create a new and unique doctoral research program that transcends traditional departments and encompasses open-ended and highly adaptable research training for tomorrow's research investigators. Life science research is rapidly transitioning from a single investigator undertaking to one where collaboration and teams of experts come together to focus a problem that has a direct relationship to human health. This program fulfills such a need. By bringing faculty members and students of the Biomedical Engineering program with an interest in sensors together with faculty and students with expertise in computational science into a research relationship with faculty and students in the basic biomedical sciences complex problems can be better addressed and more quickly resolved by such a team.

As mentioned in the strengths section, the rich and diverse student population in the State of Florida represents an opportunity unavailable to many institutions anywhere else in the country. There are several NIH and NSF training programs that will be uniquely available to support the proposed program, especially if such applications focus on the recruitment and retention of Hispanic students into basic biomedical and bioengineering programs. Special consideration might also be given to the recruitment of female students since, among many diverse populations, females are significantly fewer in number in these programs.

The training of students seeking a combined M.D./Ph.D. degree, a high priority of the NIH, is completely dependent upon the establishment of this Ph.D. program in the basic biomedical sciences. Thus, as the college looks forward to attracting such students there first needs to be evidence of a solid and successful Ph.D. program. This proposal fulfills such a requirement.

Threats: No one has the ability to predict the future funding status of any researcher and this is particularly true in today's NIH environment. What can be stated with near-certainty is that without doctoral graduate students participating in these funded research programs such funded research is a significant risk. There is also the possibility that there will be a temporary interruption in a faculty member's funding; however the College of Medicine has provided written assurance within this proposal that every student will be financially supported throughout their training program.

Every institution faces the possibility that individual faculty members might be recruited to another institution and might also offer the opportunity for graduate students in the research-intensive phase of their training to accompany them. While this is a legitimate threat, it is balanced by the knowledge that newly recruited faculty will probably bring additional graduate students with them as they re-locate to Florida International University. The absence of a doctoral program would be a serious constraint on the recruitment of well-funded researchers who already have graduate students working and studying with them. So will it might be a threat when viewed from within, it is also an opportunity when perceived as a chance to recruit additional investigators.

Respectfully submitted,

Daniel A. Walz

August 9, 2011

FLORIDA STATE UNIVERSITY | OFFICE *of the* PROVOST

September 1, 2011

Dr. Douglas Wartzok
Florida International University
University Park
Miami, Florida 33199

Dear Doug:

I apologize for the lateness of this letter, but your request came just before I arrived at Florida State University and it has just come to my attention today.

Based on the information we have been provided, your proposal makes sense for a new medical school to develop a biomedical science research program. This program will provide the academic and research back drop for the medical school, to allow medical students to participate in basic science research as students and to have a place for their basic science faculty to grow their own careers.

I do not see any conflict and am supportive of Dean Rock's proposal. While FSU has a strong PhD program that is growing, we do not anticipate developing an MD / PhD track as described in the attachment. It is not consistent with our mission and it is not in our strategic plans.

Regards,

Garnett S. Stokes
Provost and Executive Vice President
for Academic Affairs

xc: Dorothy Minear
Richard Stevens

212 Westcott Building, Florida State University, Tallahassee, Florida 32306-1310
Telephone 850.644.1816, Fax 850.644.0172 • http://provost.fsu.edu/

USF
UNIVERSITY OF
SOUTH FLORIDA

August 30, 2011

Douglas Wartzok, PhD
Provost and Executive Vice President
Florida International University
Modesto A. Maidique Campus, PC 526
Miami, Florida 33199

Dear Provost Wartzok:

We are in receipt of the proposal for your new PhD program in Basic Biomedical Sciences through the Herbert Wertheim College of Medicine and pleased to inform you that we believe this degree program has the potential to make important contributions to the SUS and to the State of Florida.

The proposal has been shared with our Graduate School and the USF College of Medicine who report that this proposal demonstrates a quality program with a new approach to training doctoral students in the basic medical sciences through a "bench to bedside" focus. This will be effectively accomplished by training doctoral students alongside medical students and could lead to an enhanced team approach, integrating the basic and clinical sciences in terms of research and education.

We believe that this program will help meet important workforce needs of the State in terms of developing a cadre of high quality life science researchers for both academe and industry. This additional doctoral program will further strengthen the State's reputation in the medical sciences and is a valuable complement to existing doctoral programs at other state institutions. At this time we know of no conflict with the USF Ph.D. in Medical Sciences and look forward to future opportunities for collaboration.

We wish you the best of luck in your new endeavor, and if we can be of assistance, please feel free to contact me.

Sincerely,

Ralph C. Wilcox, Ph.D.
Provost and Executive Vice President

Office of the Provost and Executive Vice President
University of South Florida · 4202 East Fowler Avenue, CGS 401 · Tampa, Florida 33620-6100
(813) 974-2154 · FAX (813) 974-5093

UF UNIVERSITY of FLORIDA

Office of the Provost
and Senior Vice President

235 Tigert Hall
PO Box 113175
Gainesville FL 32611-3175
352-392-2404 Tel
352-392-8735 Fax

August 4, 2011

Douglas Wartzok, Ph.D.
Provost and Executive Vice President
Chief Operating Officer
Florida International University
Modesto A. Maidique Campus, PC 526
Miami, FL 33199

Dear Doug:

I am writing in response to your letter dated July 27, 2011 regarding FIU's proposed PhD in Basic Biomedical Sciences.

We do not see any conflict with UF graduate programs. Since we believe your program will further the state's goals to grow a STEM workforce with advanced training and to enhance an atmosphere attractive to high-tech industry, we endorse the creation of this new doctoral program.

Sincerely yours,

Joseph Glover
Provost

xc: Dean Michael Good

University of Central Florida

Office of the Provost and Vice President
for Academic Affairs

August 2, 2011

Dr. Douglas Wartzok
Provost and Executive Vice President
Florida International University
Office of the Provost
University Park
Miami, FL 33199

Dear Doug:

I shared your proposal to start a Ph.D. program in Basic Biomedical Sciences at Florida International University with Dr. Deborah German, Dean of our College of Medicine, and Dr. P. E. Kolattukudy, Director of the Burnett School of Biomedical Sciences in the College of Medicine. Both of them feel the addition of this program is appropriate for the Herbert Wertheim College of Medicine and that any impact on enrollment in UCF's Ph.D. program in Biomedical Sciences would be minimal. I concur with their assessment.

Best of luck with this new program. Please do not hesitate to contact me if we can help in any way.

Regards,

Tony G. Waldrop, Ph.D.
Provost and Vice President for Academic Affairs
Professor of Biomedical Sciences

c: Vice President and Dean Deborah German
Dr. P. E. Kolattukudy

FIU | FLORIDA INTERNATIONAL UNIVERSITY

February 9, 2011

Barry P. Rosen, Ph.D.
Associate Dean for Basic Research and Graduate Programs
Herbert Wertheim College of Medicine
Florida International University
11200 S.W. 8th Street, HLS 673
Miami, FL 33199

Dear Barry:

I am very pleased that the Herbert Wertheim College of Medicine at Florida International University is planning to create a new doctoral program in biomedical sciences. The Robert Stempel School of Public Health and Social Work strongly supports your proposal. Such a program will serve a great need in the Miami area for biomedical scientists and will complement our graduate programs in Environmental and Occupational Health, Epidemiology and Dietetics and Nutrition.

I wish your program great success.

Sincerely,

Michele Ciccazzo, PhD, RD
Interim Dean

ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH AND SOCIAL WORK
OFFICE OF THE DEAN
Dietetics & Nutrition • Epidemiology & Biostatistics • Environmental & Occupational Health • Health Policy & Management
Health Promotion & Disease Prevention • School of Social Work
11200 S.W. 8 Street, HLS II 390W2, Miami, FL 33199 • Tel: 305.348.4903 • Fax: 305.348.7782 • www.fiu.edu

FIU | FLORIDA INTERNATIONAL UNIVERSITY

2 August 2011

Barry P. Rosen, Ph.D.
Associate Dean for Basic Research and Graduate Studies
Herbert Wertheim College of Medicine
AHC2, 673A
Florida International University

Dear Dr. Rosen:

The College of Arts and Sciences (CAS) and the School of Integrated Science & Humanity (SISH) look forward to working with the Herbert Wertheim College of Medicine (COM) faculty to educate students enrolled in the Ph.D. in Biomedical Sciences.

The Biomedical Science Ph.D. will present opportunities to enhance the collaboration between Arts & Sciences and Medicine in research and graduate education. Faculty in the COM are collaborators in the proposed CAS Institute of Biomolecular and Biomedical Sciences (IBBS).

Core facilities of the IBBS including an Imaging Facility (Confocal microscope, atomic force microscope, near infrared fluorescence imaging, micro-PET/CT) and a Proteomics/Mass Spectrometry Facility (ultra high speed centrifuge, mass spectrometer, HPLC) will be available for students in the Biomedical Sciences Ph.D. program. Core Facilities of the Biochemistry doctoral program that will be shared with the Biomedical Sciences Ph.D. program include Electron Microscope facilities (one in Biological Sciences and one in Earth Sciences); a DNA Sequencing facility: a Small Animal facility (Biological Sciences);and an NMR facility (Chemistry).

We look forward to working with the College of Medicine's proposed Biomedical Sciences Ph.D. program to our mutual benefit regarding doctoral student production and research collaboration.

Sincerely,

Kenneth G. Furton, Ph.D.
Dean

Suzanna Rose

Suzanna Rose, Ph.D.
Director, SISH

Office of the Dean
College of Arts and Sciences
11200 S.W. 8th Street, ECS 450 • Miami, FL 33199 • Tel: (305) 348-2864 • Fax: (305) 348-4172
Florida International University is an Equal Opportunity Employer and Institution - TDD via FRS 1-800-955-8771

FIU | FLORIDA INTERNATIONAL UNIVERSITY

February 17, 2011

Barry P. Rosen, PhD
Associate Dean for Basic Research and Graduate Programs
Herbert Wertheim College of Medicine
Florida International University
11200 S.W. 8th Street, HLS 673
Miami, FL 33199

Dear Barry,

I am very pleased that the Herbert Wertheim College of Medicine at Florida International University is planning to establish a new doctoral program in biomedical sciences. The College of Engineering and Computing strongly supports your proposal. Such a program will serve a great need in the Miami area for biomedical scientists and will complement our program in Biomedical Engineering.

I wish your program great success, and look forward to the opportunity to work together on this and future initiatives.

Sincerely,

Amir Mirmiran, PhD, PE, FASCE, FACI
Professor and Dean

CC: Douglas Wartzok, Executive Vice President and Provost
John Rock, Founding Dean, College of Medicine, and Senior VP for Medical Affairs
Ranu Jung, Chair, Department of Biomedical Engineering

OFFICE OF THE DEAN
COLLEGE OF ENGINEERING AND COMPUTING
10555 W. Flagler Street, EC 2430 Miami, FL 33174 • Tel: 305-348-2522 • Fax: 305-348-1401 • www.eng.fiu.edu

Raul Herrera, MD
Chief Research Officer
3100 SW 62nd Ave
Miami, FL 33155
Phone: 305-663-8542
Fax: 786-268-1801

January 11, 2010

Barry P. Rosen, Ph.D.
Associate Dean for Basic Research and Graduate Programs
Herbert Wertheim College of Medicine
Florida International University
11200 S.W. 8th Street, HLS 673
Miami, FL 33199

Dear Professor Rosen:

The Miami Children's Hospital Research Institute is pleased to support your proposal for a new graduate program in biomedical sciences at Florida International University Herbert Wertheim College of Medicine.

Your new program would be a welcome source of biomedical scientists who could contribute to our research and clinical laboratories at Miami Children's Hospital.

Over the next decade we will have considerable growth and would anticipate employment opportunities for graduates of your program. We look forward to being able to recruit these students who are already long-term residents of southern Florida and are committed to enhancing the scientific prominence of the State.

Please count on our support for the proposal.

Sincerely,

Raul Herrera MD.

Raul Herrera, M.D.
Chief Research Officer
Miami Children's Hospital

SYLVESTER COMPREHENSIVE CANCER CENTER
UNIVERSITY OF MIAMI HEALTH SYSTEM
MILLER SCHOOL OF MEDICINE
UNIVERSITY OF MIAMI

Joseph D. Rosenblatt, M.D.
Professor of Medicine, Microbiology and Immunology
William J. Harrington Chair in Hematology
Chief, Hematology-Oncology Division
Associate Director for Clinical and Translational Research, SCCC

February 15, 2010

Barry P. Rosen, Ph.D.
Associate Dean for Basic Research and Graduate Programs
Herbert Wertheim College of Medicine
Florida International University
11200 S.W. 8th Street, HLS 673
Miami, FL 33199

Dear Professor Rosen:

I am very pleased that the Herbert Wertheim College of Medicine at Florida International University is planning to create a new doctoral program in biomedical sciences. Such a program will serve a great need in the Miami area for biomedical scientists.

The Sylvester Comprehensive Cancer Center strongly supports your new graduate program proposal.

I believe that this will become an excellent source of biomedical scientists who will contribute to the research and clinical programs in academia and clinical laboratories in South Florida. The Sylvester Cancer Center would be very interested in recruiting future graduates of your program. Over the next decade I anticipate substantial growth in the Sylvester Cancer Center. Over the next five years we anticipate filling at least 50-100 positions for research scientists with doctoral degrees. These employment opportunities would be best filled by individuals with strong ties to the Miami-Dade area such as FIU graduates.

I wish your program great success.

Sincerely yours,

Joseph D. Rosenblatt, M.D.
Interim Director, Sylvester Comprehensive Cancer Center

Division of Hematology-Oncology
1475 NW 12th Avenue (D8-4), Suite 3300 | Miami, FL 33136
Phone: (305) 243-4860 | Fax: (305) 243-9161
jrosenblatt@med.miami.edu

Mount Sinai
MEDICAL CENTER

May 14, 2010

Barry P. Rosen, Ph.D.
Associate Dean for Basic Research and Graduate Programs
Herbert Wertheim College of Medicine
Florida International University
11200 S.W. 8th Street, HLS 673
Miami, FL 33199

Dear Professor Rosen:

I am writing this letter on behalf of Mount Sinai Medical Center to offer our enthusiastic support for the creation for a new graduate program in biomedical sciences at Florida International University Herbert Wertheim College of Medicine. Your innovative curriculum is distinctive in training research students side-by-side with medical students under the guidance of research physicians. There is a tremendous need for biomedical scientists in most regions of the U.S., especially in Florida. As you plan to recruit long-term residents of South Florida into your program, we can anticipate that many of your graduates will pursue careers in the Miami-Dade area.

At Mount Sinai our mission is to provide excellent care to our community, educate the next generation of physicians and do research to help solve problems. Our collaboration with FIU provides opportunities for us to further our academic mission. Our researchers are currently focused on cardiac, neurologic, oncology, and pulmonary disease. The collaboration with researchers of FIU and having Ph.D. students participate with our researchers should benefit our community, students, and researchers.

We believe an M.D./Ph.D. initiative will have a positive impact on the training of future physician scientists for the State of Florida. We look forward to working with you and meeting the increased demand for biomedical and physician scientists.

Sincerely yours,

Robert C. Goldszer, MD, MBA
Senior VP, Chief Medical Officer
Mount Sinai Medical Center

BIOFLORIDA

Advancing Bioscience in Florida

January 26, 2010

Barry P. Rosen, Ph.D.
Associate Dean for Basic Research and Graduate Programs
Herbert Wertheim College of Medicine
Florida International University
11200 S.W. 8th Street, HLS 673
Miami, FL 33199

Dear Professor Rosen:

BioFlorida is very excited that the Florida International University Herbert Wertheim College of Medicine is in the process of establishing a new doctoral program in biomedical sciences. We believe that this program should satisfy an important requirement for biomedical and life science companies not only in the South Florida area but for the state as a whole.

As the statewide trade association for the bioscience industry, BioFlorida was formed to advance Florida's life sciences cluster, and represents approximately 230 member companies, institutes and supporting organizations in the state of Florida.

We are confident that further expansion of this industry is forthcoming and these companies will be looking for qualified senior researchers and scientists such as will be coming from this program. We can also anticipate that with the growth of the FIU program, companies will find Florida even more attractive as a home for future bioscience research.

Again, we welcome the Herbert Wertheim College of Medicine biomedical science PhD program into the State of Florida and look forward to your graduates in our industry.

Sincerely yours,

C. Russell Allen
President and CEO

525 Okeechobee Blvd., Suite 1500, West Palm Beach, Florida 33401
Tel: (561) 653-3839 | Fax: (561) 653-3840 | www.bioflorida.com

Heat Biologics

January 27, 2010

Barry P. Rosen, Ph.D.
Associate Dean for Basic Research and Graduate Programs
Herbert Wertheim College of Medicine
Florida International University
11200 S.W. 8th Street, HLS 673
Miami, FL 33199

Dear Professor Rosen:

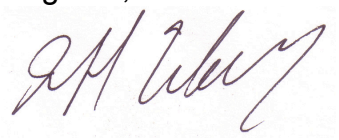
Heat Biologics is writing in support of the creation for a new graduate program in biomedical sciences at Florida International University Herbert Wertheim College of Medicine. We believe this initiative will have a large impact on sustaining the State's investment in Biomedical Technology.

This innovative curriculum will be an important source of biomedical scientists who could prosper in our research and clinical laboratories at Heat Biologics, a Miami-based biomedical spin-out from the University of Miami focused the development of immunotherapies for the treatment of a wide range of diseases..

We anticipate that over the next 5 to10 years, our business will have considerable growth and we expect employment opportunities for at least several graduates of your program. Since these students are already long-term residents of South Florida, we look forward to being able to recruit them in that they are already committed to enhancing the scientific prominence of the State.

Again, we look forward to joining with FIU on this effort and continuing our research collaborations.

Regards,



Jeffrey Wolf
CEO
Heat Biologics, Inc.

THE BEACON COUNCIL

Miami-Dade County's Official Economic Development Partnership

80 Southwest Eighth Street
Suite 2400
Miami, Florida
33130
Telephone: 305.579.1323
Facsimile: 305.375.0475
www.beacon council.com
E-mail: fnero@beacon council.com

Frank R. Nero
President & Chief Executive Officer

April 5, 2010

Barry P. Rosen, Ph.D.
Associate Dean for Basic Research and Graduate Programs
Herbert Wertheim College of Medicine
Florida International University
11200 S.W. 8th Street, HLS 673
Miami, FL 33199

Dear Professor Rosen:

As Miami-Dade County's official economic development partnership, the Beacon Council is charged with bringing new, job-generated investments to the community, while assisting existing businesses in their efforts to expand By doing this, The Beacon Council facilitates the creation of quality jobs for each and every resident of Miami-Dade County.

Miami-Dade County is home to approximately 1,600 Life Sciences companies. These companies employ about 15,000 workers and generate more than $1.2 billion in total annual revenue. Florida International University (FIU) has been an excellent economic development partner, offering an urban, multi-campus, research university serving South Florida, the state, the nation and the international community. It fulfills its mission by imparting knowledge through excellent teaching, promoting public service, discovering new knowledge, solving problems through research, and fostering creativity.

This letter confirms our support for the proposed Ph.D. program in Biomedical Sciences at the FIU Herbert Wertheim College of Medicine. The Beacon Council is prepared to work closely with FIU in promoting this curriculum which will help attract new industry to the South Florida area as well as expanding the current workforce base. We are confident about the potential impact of this program on the local economy and on the Life Science industry in general, and we are pleased to have FIU take the initiative on such a relevant and much needed effort.

Sincerely,

Frank R. Nero
President & CEO, The Beacon Council

FRN/jd/ge

BECKMAN COULTER

April 30, 2010

Barry P. Rosen, Ph.D.
Associate Dean for Basic Research and Graduate Programs
Herbert Wertheim College of Medicine
Florida International University
11200 S.W. 8th Street, HLS 673
Miami, FL 33199

Dear Professor Rosen:

Beckman Coulter is pleased to support your proposal for a new graduate program in biomedical sciences at Florida International University Herbert Wertheim College of Medicine.

Your new program would be a welcome source of biomedical scientists who could contribute to our research and clinical laboratories at Beckman Coulter. Our current supply of local applicants is not sufficient for staffing our Florida operations, and we are very supportive of your initiative to increase and improve the pool of Ph.D. scientists that will comprise the future workforce in South Florida.

The Miami campus of Beckman Coulter develops and manufactures medical diagnostic and research products for Cellular analysis. Our portfolio comprises hematology analyzers, particle analyzers, flow cytometers and flow sorter instrumentation, along with the reagents and chemistry needed for their operation, including high volume buffers, stabilized cell controls, fluorescent beads, antibodies coupled to fluorescent dyes, and sample preparation technologies. Our equipment and reagents support many diverse fields of research and medicine, including hematology, hemostasis, immunology, cell signaling, molecular biology, biopharma, cell biology, cancer biology, stem cell biology, regenerative medicine, and cell therapy. We are actively expanding our R&D capabilities in all of these areas and recruiting talented and motivated young scientists, and supporting their education and training to become world class scientists and clinicians is very important to us.

Over the next decade we will have considerable growth and would anticipate employment opportunities for at least 20 graduates of your program. We look forward to being able to recruit students who are already long-term residents of South Florida and are committed to enhancing the scientific prominence in the local area and in the State of Florida. In addition, we believe these students would also be attracted to other company-wide job positions here locally, as well as other locations within Florida and throughout the country.

Beckman Coulter , Inc.
11800 S.W. 147th Avenue
Miami, FL 33196-2500

Mailing Address:
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BECKMAN COULTER

Again, we look forward to partnering with FIU on this endeavor and continuing our research collaborations.

Regards,

Michael R. Reed, PhD

Director, Scientific Affairs
Cellular Analysis Business Group
Beckman Coulter Inc
11800 SW 147th Ave, M/S 32-C05
PO Box 169015
Miami, FL, 33196-2500

Office: +1 305 380 4072
Mobile: +1 305 401 5008
Email: mreed@beckman.com

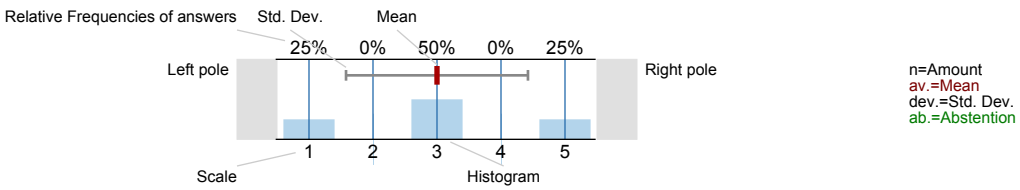
IR Survey Program Survey() No. of responses = 60

Overall indicators

Survey Results

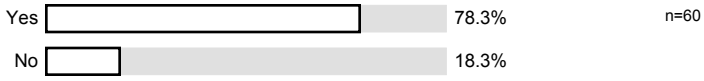
Legend

Question text



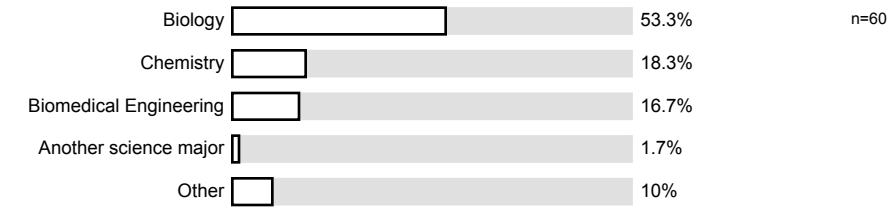
1. Please answer the following questions

1.1) 1. Would you be interested obtaining a Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

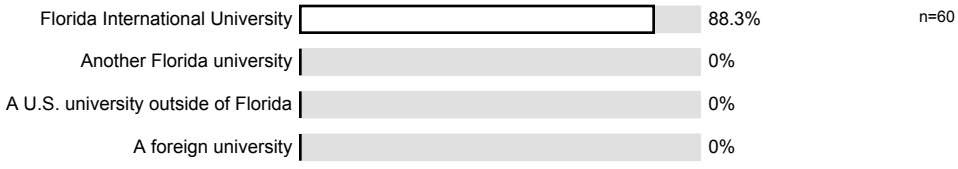


2. If you answered yes to the question above, please answer the rest of the questions.

2.1) 2. What is your current major/under graduate degree?

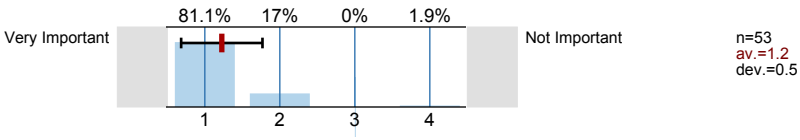


2.3) 3. Where are you receiving your undergraduate education?

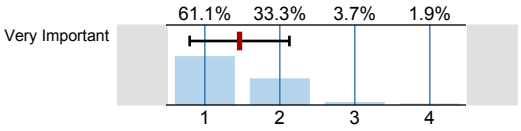


3. 4. How important are the following factors in influencing your choice of a Biomedical Sciences Program in the HWCOM versus a graduate program in another FIU college?

3.1) Curriculum



3.2) The faculty



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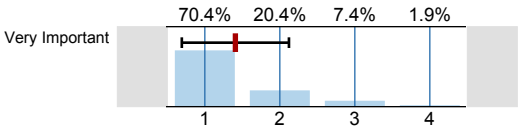
3.3) Research programs



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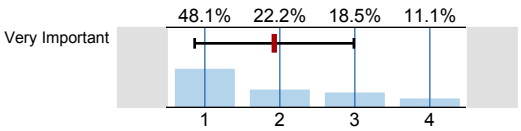
3.4) The opportunity to learn with medical students



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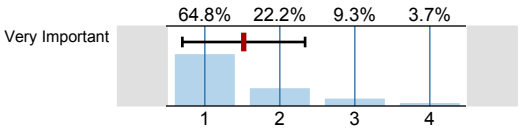
3.5) Opportunities for translational medical research



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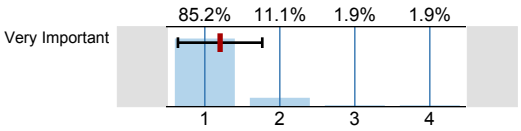
3.6) Future employment in the biomedical field



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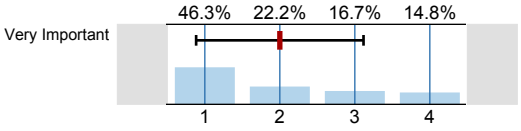
4. 5. How important are the following factors in influencing your choice of the FIU HWCOM Biomedical Sciences degree program versus a program at another university?

4.1) Miami location



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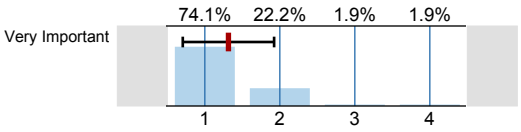
dev.=1.1

4.2) Curriculum



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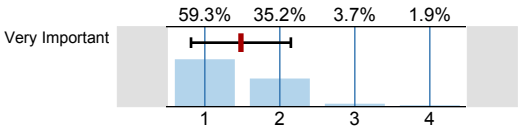
4.3) The faculty



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av.=1.5
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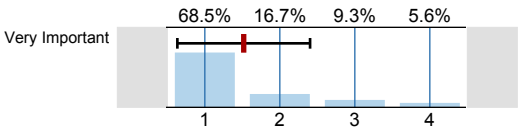
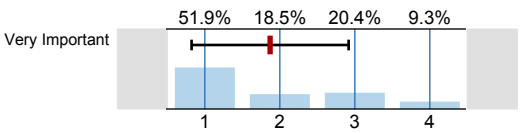
4.4) Research programs



n=54
av.=1.5
dev.=0.9

4.5) The opportunity to learn with medical students



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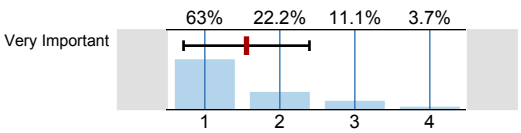
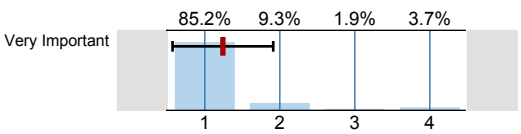
4.6) Opportunities for translational medical research



n=54
av.=1.6
dev.=0.8

4.7) Future employment in the biomedical field



n=54
av.=1.2
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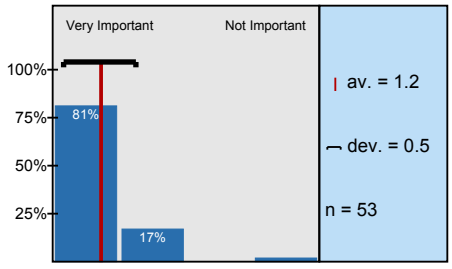
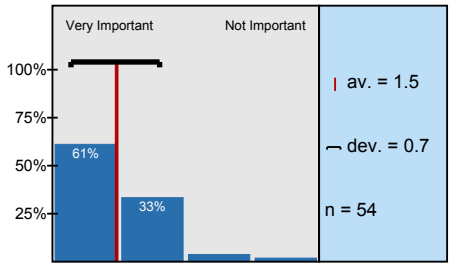
Histogram for scaled questions

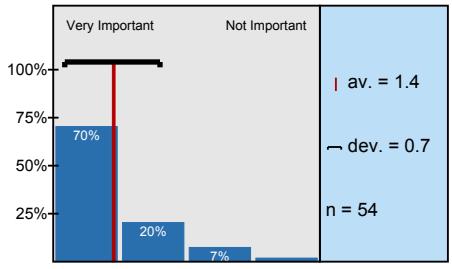
Curriculum



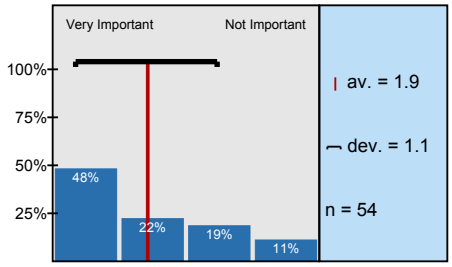
The faculty



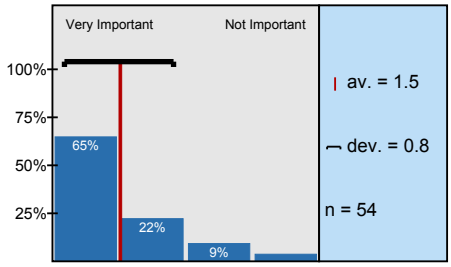
Research programs



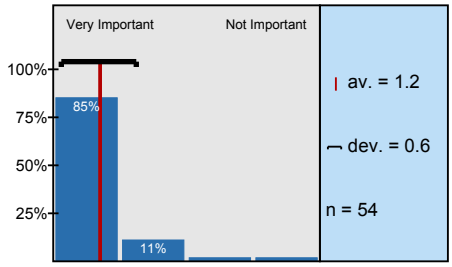
The opportunity to learn with medical students



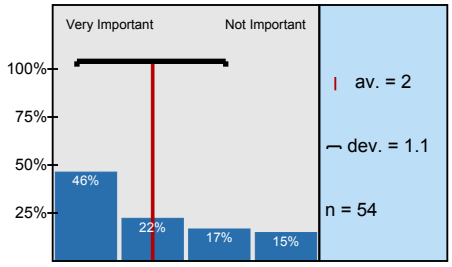
Opportunities for translational medical research



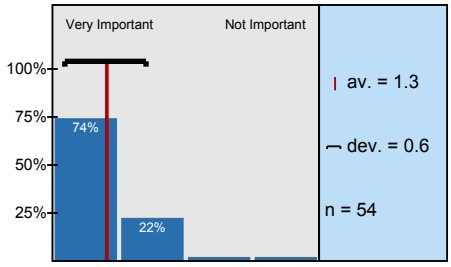
Future employment in the biomedical field



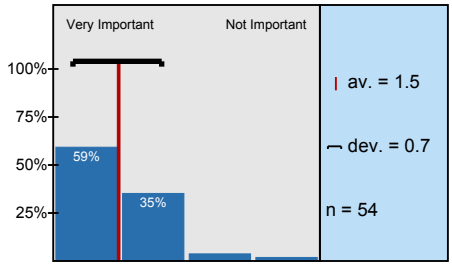
Miami location



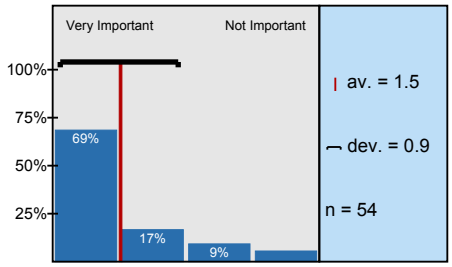
Curriculum



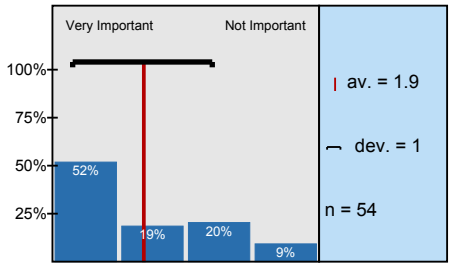
The faculty



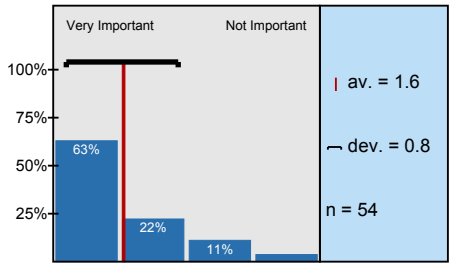
Research programs



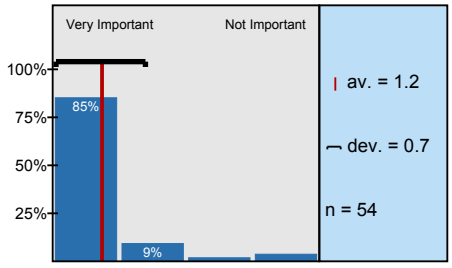
The opportunity to learn with medical students



Opportunities for translational medical research

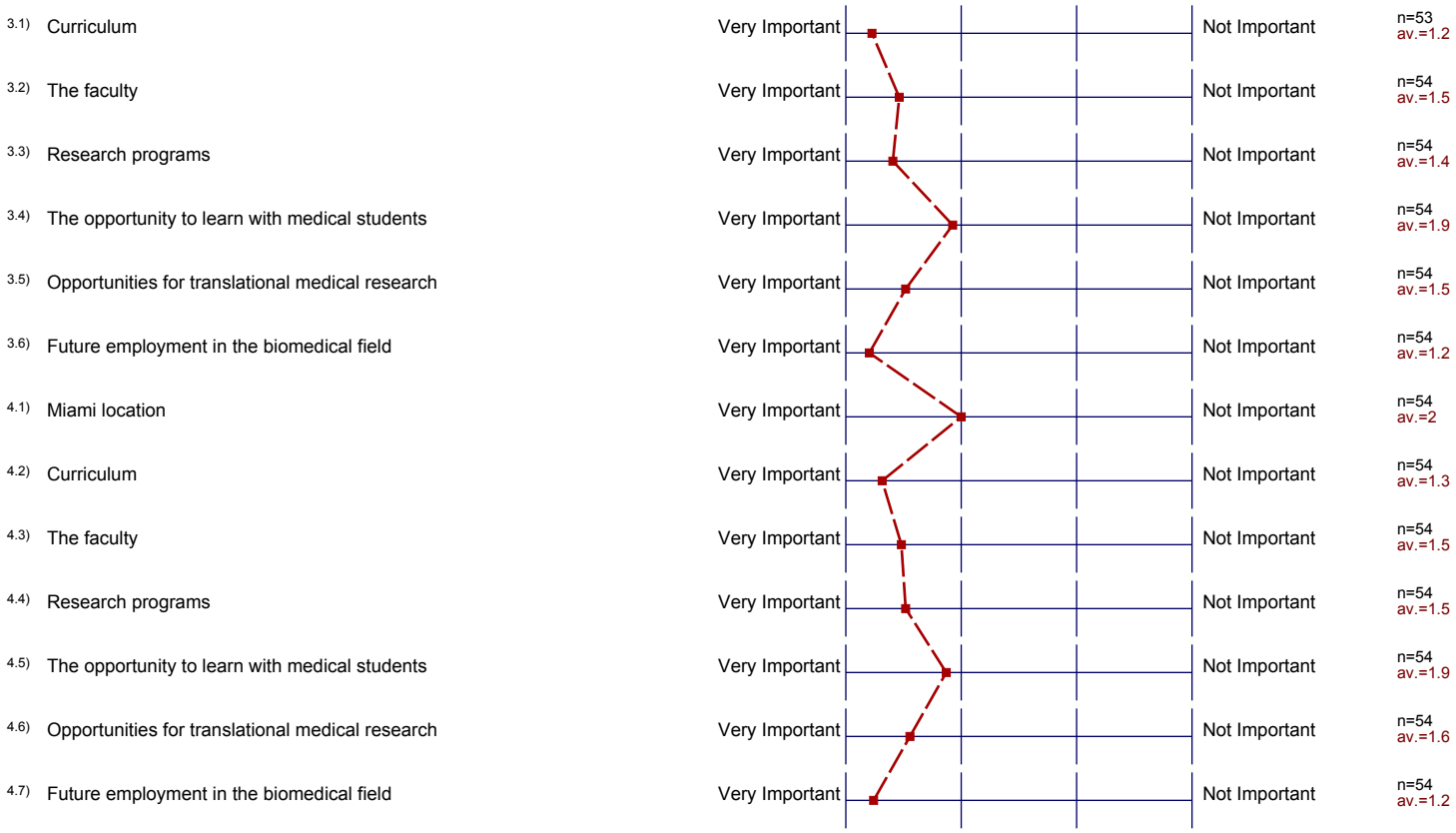


Future employment in the biomedical field



Profile

Subunit: IR Surveys
Name of the instructor: IR Survey
Name of the course: (Name of the survey) Program Survey



Presentation template

Program Survey
IR Survey
No. of responses = 60

Comments Report

2. If you answered yes to the question above, please answer the rest of the questions.

2.2) If "other" was selected, please specify:

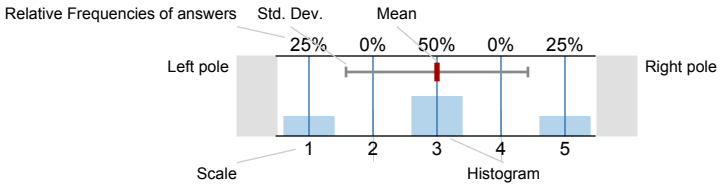
- Environmental Studies
- Health Sciences major with Chemistry minor
- Information Technology
- International Relations minor in Biology
- Psychology (2 Counts)
- test

IR Survey Program_Survey() No. of responses = 24

Survey Results

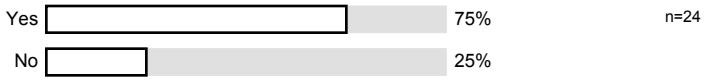
Legend

Question text

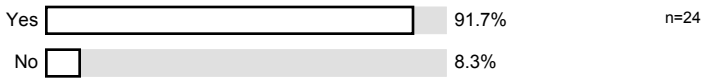


1. Please answer the following questions:

1.1) Would you be interested in obtaining a Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

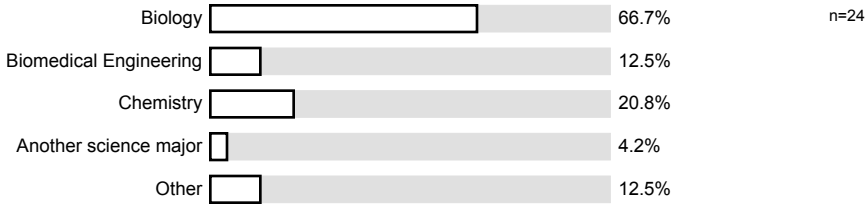


1.2) Would you be interested in obtaining a joint M.D./Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

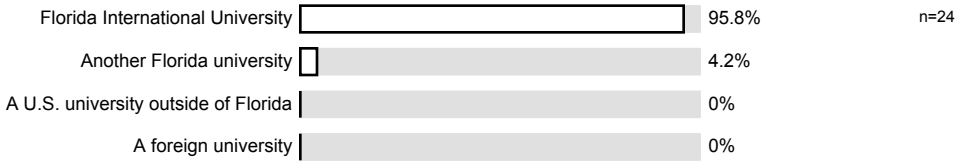


2. If you answered yes to the question above, please answer the rest of the questions:

2.1) What is your current major/undergradute degree?

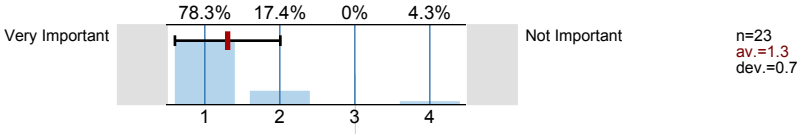


2.3) Where are you receiving your undergraduate education?

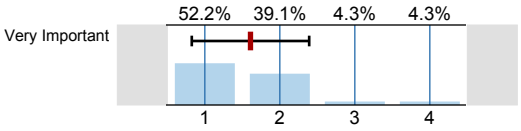


3. How important are the following factors in influencing your choice of Biomedical Sciences program in the HWCOM versus a graduate program in another FIU college?

3.1) Curriculum



3.2) The Faculty



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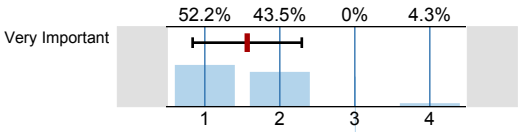
3.3) Research programs



n=23
av.=1.6
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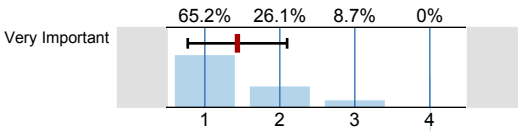
3.4) The opportunity to learn with medical students



n=23
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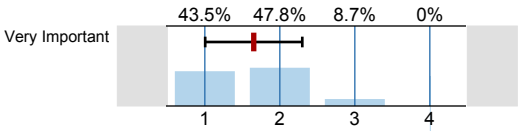
3.5) Opportunities for translational medical research



n=23
av.=1.7
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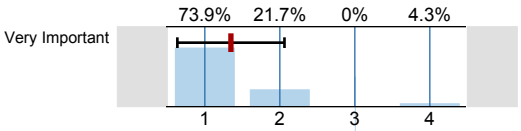
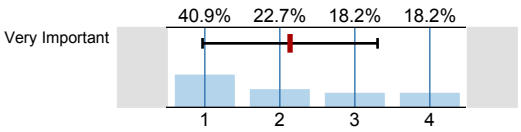
3.6) Future employment in the biomedical field



n=23
av.=1.3
dev.=0.7

4. How important are the following factors influencing your choice of the FIU HWCOM Biomedical sciences degree program versus a program at another university?

4.1) Miami location



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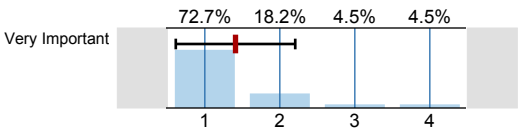
4.2) Curriculum



n=22
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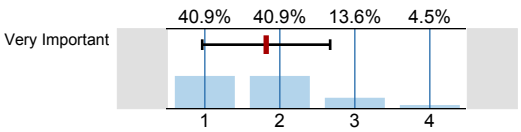
4.3) The Faculty



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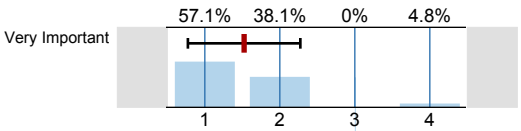
4.4) Research programs



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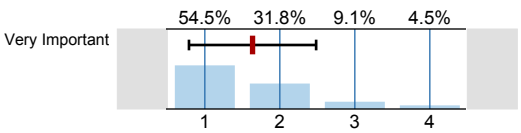
4.5) The opportunity to learn with medical students



n=22
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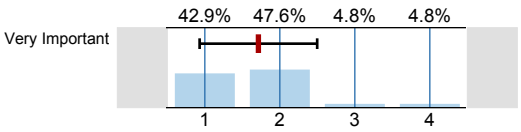
4.6) Opportunities for translational medical research



n=21
av.=1.7
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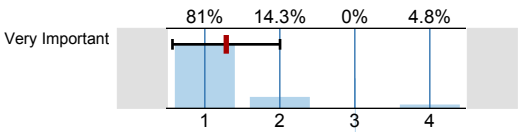
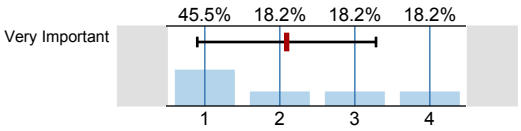
4.7) Future employment in the biomedical field



n=21
av.=1.3
dev.=0.7

5. How important are the following factors in influencing your choice of the FIU HWCOM joint M.D./Ph.D. degree versus a program at another university?

5.1) Miami location



n=22
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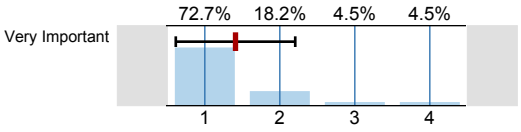
dev.=1.2

5.2) Curriculum



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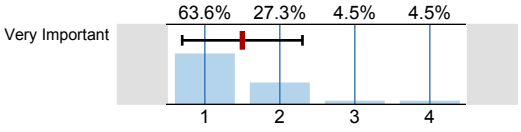
5.3) Research Programs



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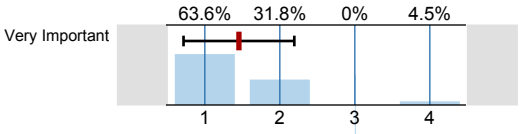
5.4) Opportunities to do clinical/translational research with FIU HWCOM faculty



n=22
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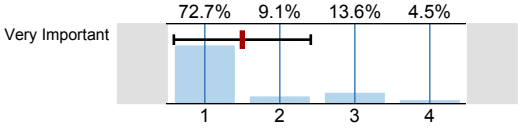
5.5) Future employment as a physician scientist



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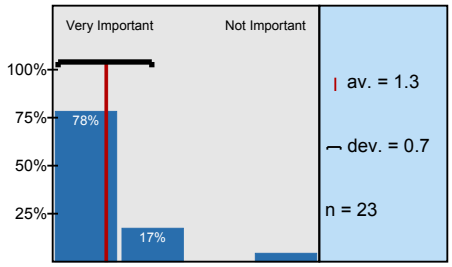
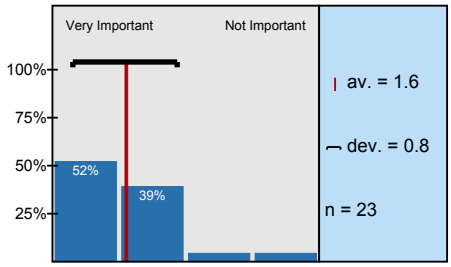
av.=1.5
dev.=0.9

Histogram for scaled questions

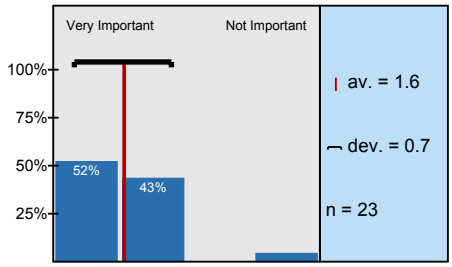
Curriculum



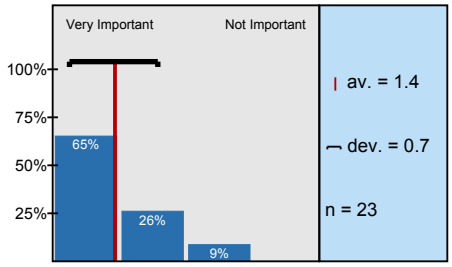
The Faculty



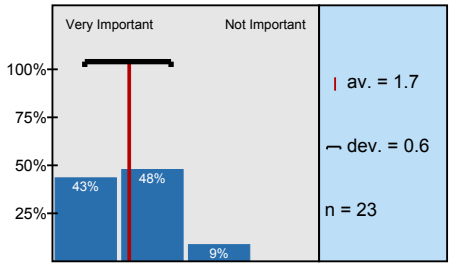
Research programs



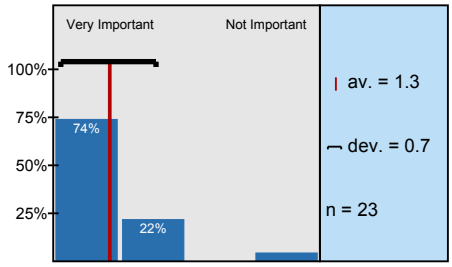
The opportunity to learn with medical students



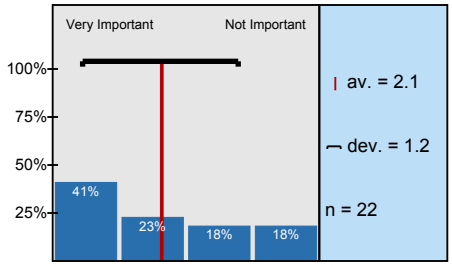
Opportunities for translational medical research



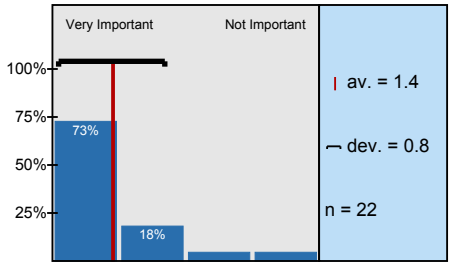
Future employment in the biomedical field



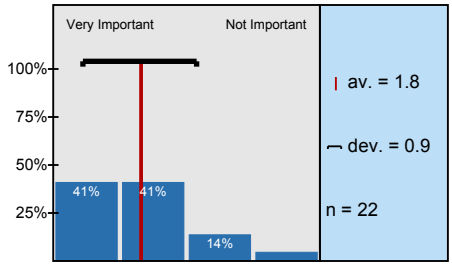
Miami location



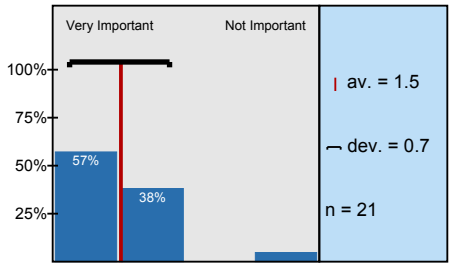
Curriculum



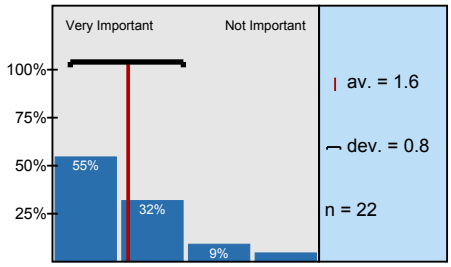
The Faculty



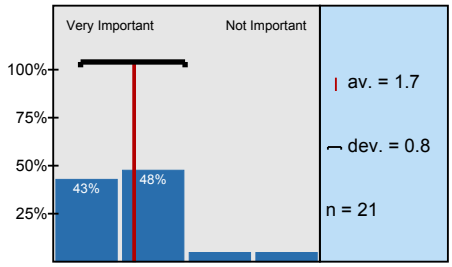
Research programs



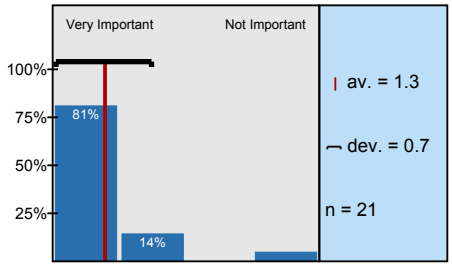
The opportunity to learn with medical students



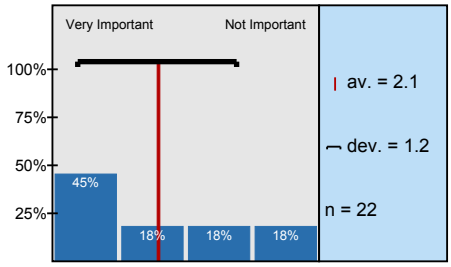
Opportunities for translational medical research



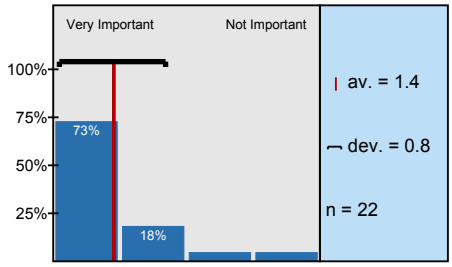
Future employment in the biomedical field



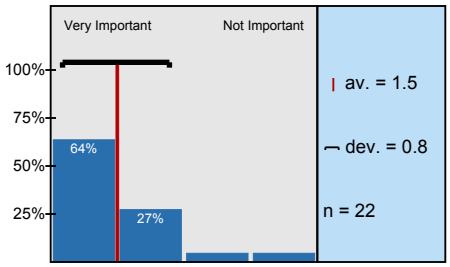
Miami location



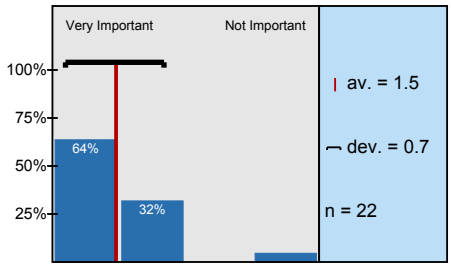
Curriculum



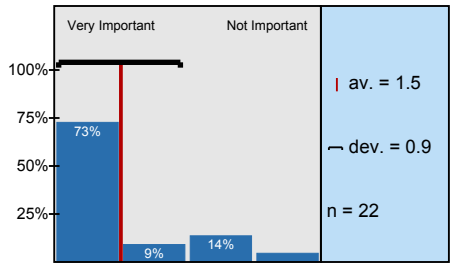
Research Programs



Opportunities to do clinical/translational research with FIU HWCOM faculty

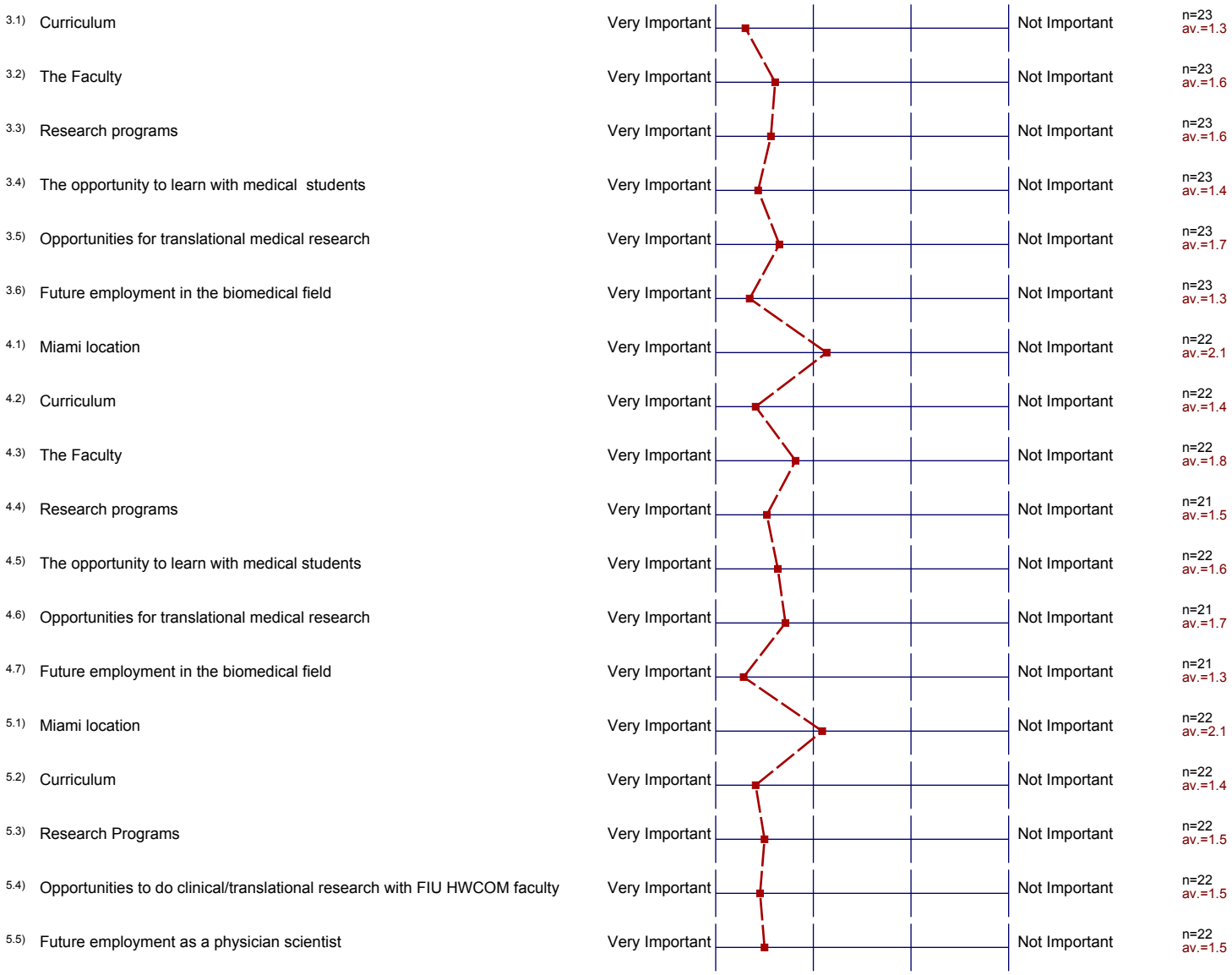


Future employment as a physician scientist



Profile

Subunit: IR Surveys
Name of the instructor: IR Survey
Name of the course: (Name of the survey) Program_Survey



Comments Report

2. If you answered yes to the question above, please answer the rest of the questions:

2.2) If 'Other" was selected, please specify:

- English, but it will probably change back to science soon.
- Pre-Med
- Psychology (2 Counts)

Default Report

Displaying **1** of **14** respondents

Response Type:
Normal Response

Collector:
New Link
(Web Link)

Custom Value:
empty

IP Address:
131.94.34.24

Response Started:
Wednesday, September 1, 2010 9:18:41 AM

Response Modified:
Wednesday, September 1, 2010 9:20:15 AM

1. Would you be interested in obtaining a Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

Yes

2. What is your major/undergraduate degree?

Biology

3. Where are you receiving your undergraduate education?

Florida International University

4. What criteria are important for your choice? Check all that apply.

curriculum

research programs

the faculty

5. How important are the following factors in influencing your choice of a Biomedical Sciences Program in the HWCOM versus a graduate program in another FIU college?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Curriculum	X			
The faculty	X			
Research programs	X			
The opportunity to learn with medical students		X		
Opportunities for translational medical research	X			
Future employment in the biomedical field		X		

6. How important are the following factors in influencing your choice of the FIU HWCOM Biomedical Sciences degree program versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)

Miami location	X		
Curriculum	X		
The faculty	X		
Research programs	X		
The opportunity to learn with medical students			X
Opportunities for translational medical research		X	
Future employment in the biomedical field		X	

7. Would you be interested in obtaining a joint M.D/Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

Yes

8. How important are the following factors in influencing your choice of the FIU HWCOM joint M.D./Ph.D. degree versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Miami location	X			
Curriculum	X			
Research Programs	X			
Opportunities to do clinical/translational research with FIU HWCOM faculty	X			
Future employment as a physician scientist	X			

Default Report

Displaying **2** of **14** respondents

Response Type:
Normal Response

Collector:
New Link
(Web Link)

Custom Value:
empty

IP Address:
131.94.193.229

Response Started:
Wednesday, September 1, 2010 11:35:00 AM

Response Modified:
Wednesday, September 1, 2010 11:36:24 AM

1. Would you be interested in obtaining a Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

Yes

2. What is your major/undergraduate degree?

Biology

3. Where are you receiving your undergraduate education?

Florida International University

4. What criteria are important for your choice? Check all that apply.

curriculum

research programs

5. How important are the following factors in influencing your choice of a Biomedical Sciences Program in the HWCOM versus a graduate program in another FIU college?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Curriculum	X			
The faculty		X		
Research programs	X			
The opportunity to learn with medical students	X			
Opportunities for translational medical research	X			
Future employment in the biomedical field	X			

6. How important are the following factors in influencing your choice of the FIU HWCOM Biomedical Sciences degree program versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Miami location		X		

Curriculum	X
The faculty	X
Research programs	X
The opportunity to learn with medical students	X
Opportunities for translational medical research	X
Future employment in the biomedical field	X

7. Would you be interested in obtaining a joint M.D/Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

Yes

8. How important are the following factors in influencing your choice of the FIU HWCOM joint M.D./Ph.D. degree versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Miami location		X		
Curriculum	X			
Research Programs	X			
Opportunities to do clinical/translational research with FIU HWCOM faculty	X			
Future employment as a physician scientist	X			

Default Report

Displaying **3** of **14** respondents

Response Type:
Normal Response

Collector:
New Link
(Web Link)

Custom Value:
empty

IP Address:
131.94.22.46

Response Started:
Wednesday, September 1, 2010 2:30:07 PM

Response Modified:
Wednesday, September 1, 2010 2:32:12 PM

1. Would you be interested in obtaining a Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

Yes

2. What is your major/undergraduate degree?

Biology

3. Where are you receiving your undergraduate education?

Florida International University

4. What criteria are important for your choice? Check all that apply.

curriculum
research programs
the faculty
obtaining a degree in biomedical sciences

5. How important are the following factors in influencing your choice of a Biomedical Sciences Program in the HWCOM versus a graduate program in another FIU college?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Curriculum	X			
The faculty	X			
Research programs	X			
The opportunity to learn with medical students	X			
Opportunities for translational medical research	X			
Future employment in the biomedical field	X			

6. How important are the following factors in influencing your choice of the FIU HWCOM Biomedical Sciences degree program versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Miami location		X		
Curriculum	X			
The faculty	X			
Research programs	X			
The opportunity to learn with medical students	X			
Opportunities for translational medical research	X			
Future employment in the biomedical field	X			

7. Would you be interested in obtaining a joint M.D/Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

Yes

8. How important are the following factors in influencing your choice of the FIU HWCOM joint M.D./Ph.D. degree versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Miami location		X		
Curriculum	X			
Research Programs	X			
Opportunities to do clinical/translational research with FIU HWCOM faculty	X			
Future employment as a physician scientist	X			

Default Report

Displaying **4** of **14** respondents

Response Type:
Normal Response

Collector:
New Link
(Web Link)

Custom Value:
empty

IP Address:
99.35.175.62

Response Started:
Monday, September 13, 2010 2:37:06 PM

Response Modified:
Monday, September 13, 2010 2:39:51 PM

1. Would you be interested in obtaining a Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

Yes

2. What is your major/undergraduate degree?

Biology

3. Where are you receiving your undergraduate education?

Florida International University

4. What criteria are important for your choice? Check all that apply.

curriculum
research programs
the faculty
obtaining a degree in biomedical sciences

5. How important are the following factors in influencing your choice of a Biomedical Sciences Program in the HWCOM versus a graduate program in another FIU college?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Curriculum	X			
The faculty	X			
Research programs	X			
The opportunity to learn with medical students	X			
Opportunities for translational medical research	X			
Future employment in the biomedical field	X			

6. How important are the following factors in influencing your choice of the FIU HWCOM Biomedical Sciences degree program versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Miami location		X		
Curriculum	X			
The faculty	X			
Research programs		X		
The opportunity to learn with medical students	X			
Opportunities for translational medical research	X			
Future employment in the biomedical field	X			

7. Would you be interested in obtaining a joint M.D/Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

Yes

8. How important are the following factors in influencing your choice of the FIU HWCOM joint M.D./Ph.D. degree versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Miami location		X		
Curriculum	X			
Research Programs		X		
Opportunities to do clinical/translational research with FIU HWCOM faculty	X			
Future employment as a physician scientist	X			

Default Report

Displaying **5** of **14** respondents

Response Type:
Normal Response

Collector:
New Link
(Web Link)

Custom Value:
empty

IP Address:
75.74.182.57

Response Started:
Monday, September 13, 2010 3:02:51 PM

Response Modified:
Monday, September 13, 2010 3:04:43 PM

1. Would you be interested in obtaining a Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

Yes

2. What is your major/undergraduate degree?

Biology

3. Where are you receiving your undergraduate education?

Florida International University

4. What criteria are important for your choice? Check all that apply.

curriculum
research programs
the faculty
obtaining a degree in biomedical sciences

5. How important are the following factors in influencing your choice of a Biomedical Sciences Program in the HWCOM versus a graduate program in another FIU college?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Curriculum	X			
The faculty	X			
Research programs	X			
The opportunity to learn with medical students		X		
Opportunities for translational medical research			X	
Future employment in the biomedical field	X			

6. How important are the following factors in influencing your choice of the FIU HWCOM Biomedical Sciences degree program versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Miami location	X			
Curriculum	X			
The faculty	X			
Research programs	X			
The opportunity to learn with medical students	X			
Opportunities for translational medical research	X			
Future employment in the biomedical field	X			

7. Would you be interested in obtaining a joint M.D/Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

Yes

8. How important are the following factors in influencing your choice of the FIU HWCOM joint M.D./Ph.D. degree versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Miami location	X			
Curriculum	X			
Research Programs	X			
Opportunities to do clinical/translational research with FIU HWCOM faculty	X			
Future employment as a physician scientist	X			

Default Report

Displaying **6** of **14** respondents

Response Type:
Normal Response

Collector:
New Link
(Web Link)

Custom Value:
empty

IP Address:
131.94.186.10

Response Started:
Monday, September 13, 2010 3:04:29 PM

Response Modified:
Monday, September 13, 2010 3:06:05 PM

1. Would you be interested in obtaining a Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

Yes

2. What is your major/undergraduate degree?

Biology

3. Where are you receiving your undergraduate education?

Florida International University

4. What criteria are important for your choice? Check all that apply.

research programs

the faculty

5. How important are the following factors in influencing your choice of a Biomedical Sciences Program in the HWCOM versus a graduate program in another FIU college?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Curriculum		X		
The faculty		X		
Research programs	X			
The opportunity to learn with medical students	X			
Opportunities for translational medical research	X			
Future employment in the biomedical field	X			

6. How important are the following factors in influencing your choice of the FIU HWCOM Biomedical Sciences degree program versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Miami location				X

Curriculum		X		
The faculty		X		
Research programs	X			
The opportunity to learn with medical students	X			
Opportunities for translational medical research	X			
Future employment in the biomedical field	X			

7. Would you be interested in obtaining a joint M.D/Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

Yes

8. How important are the following factors in influencing your choice of the FIU HWCOM joint M.D./Ph.D. degree versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Miami location				X
Curriculum		X		
Research Programs	X			
Opportunities to do clinical/translational research with FIU HWCOM faculty	X			
Future employment as a physician scientist	X			

Default Report

Displaying **7** of **14** respondents

Response Type:
Normal Response

Collector:
New Link
(Web Link)

Custom Value:
empty

IP Address:
131.94.186.20

Response Started:
Monday, September 13, 2010 3:09:05 PM

Response Modified:
Monday, September 13, 2010 3:15:16 PM

1. Would you be interested in obtaining a Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

No

2. What is your major/undergraduate degree?

Biology

3. Where are you receiving your undergraduate education?

Florida International University

4. What criteria are important for your choice? Check all that apply.

curriculum

research programs

obtaining a degree in biomedical sciences

5. How important are the following factors in influencing your choice of a Biomedical Sciences Program in the HWCOM versus a graduate program in another FIU college?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Curriculum		X		
The faculty			X	
Research programs	X			
The opportunity to learn with medical students				X
Opportunities for translational medical research		X		
Future employment in the biomedical field		X		

6. How important are the following factors in influencing your choice of the FIU HWCOM Biomedical Sciences degree program versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)

Miami location		X			
Curriculum		X			
The faculty			X		
Research programs	X				
The opportunity to learn with medical students					X
Opportunities for translational medical research		X			
Future employment in the biomedical field		X			

7. Would you be interested in obtaining a joint M.D/Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

Yes

8. How important are the following factors in influencing your choice of the FIU HWCOM joint M.D./Ph.D. degree versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Miami location		X		
Curriculum		X		
Research Programs	X			
Opportunities to do clinical/translational research with FIU HWCOM faculty	X			
Future employment as a physician scientist	X			

Default Report

Displaying **8** of **14** respondents

Response Type:
Normal Response

Collector:
New Link
(Web Link)

Custom Value:
empty

IP Address:
131.94.31.223

Response Started:
Monday, September 13, 2010 3:38:56 PM

Response Modified:
Monday, September 13, 2010 3:40:19 PM

1. Would you be interested in obtaining a Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

Yes

2. What is your major/undergraduate degree?

Biology

3. Where are you receiving your undergraduate education?

Florida International University

4. What criteria are important for your choice? Check all that apply.

curriculum
research programs
the faculty
obtaining a degree in biomedical sciences

5. How important are the following factors in influencing your choice of a Biomedical Sciences Program in the HWCOM versus a graduate program in another FIU college?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Curriculum	X			
The faculty	X			
Research programs	X			
The opportunity to learn with medical students	X			
Opportunities for translational medical research	X			
Future employment in the biomedical field		X		

6. How important are the following factors in influencing your choice of the FIU HWCOM Biomedical Sciences degree program versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Miami location		X		
Curriculum	X			
The faculty	X			
Research programs	X			
The opportunity to learn with medical students	X			
Opportunities for translational medical research	X			
Future employment in the biomedical field		X		

7. Would you be interested in obtaining a joint M.D/Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

Yes

8. How important are the following factors in influencing your choice of the FIU HWCOM joint M.D./Ph.D. degree versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Miami location	X			
Curriculum		X		
Research Programs		X		
Opportunities to do clinical/translational research with FIU HWCOM faculty	X			
Future employment as a physician scientist		X		

Default Report

Displaying **9** of **14** respondents

Response Type:
Normal Response

Collector:
New Link
(Web Link)

Custom Value:
empty

IP Address:
76.108.13.92

Response Started:
Monday, September 13, 2010 3:43:57 PM

Response Modified:
Monday, September 13, 2010 3:45:58 PM

1. Would you be interested in obtaining a Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

Yes

2. What is your major/undergraduate degree?

Biology

3. Where are you receiving your undergraduate education?

Florida International University

4. What criteria are important for your choice? Check all that apply.

curriculum

research programs

the faculty

5. How important are the following factors in influencing your choice of a Biomedical Sciences Program in the HWCOM versus a graduate program in another FIU college?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Curriculum		X		
The faculty	X			
Research programs	X			
The opportunity to learn with medical students		X		
Opportunities for translational medical research		X		
Future employment in the biomedical field	X			

6. How important are the following factors in influencing your choice of the FIU HWCOM Biomedical Sciences degree program versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)

Miami location		X		
Curriculum		X		
The faculty	X			
Research programs	X			
The opportunity to learn with medical students		X		
Opportunities for translational medical research		X		
Future employment in the biomedical field	X			

7. Would you be interested in obtaining a joint M.D/Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

Yes

8. How important are the following factors in influencing your choice of the FIU HWCOM joint M.D./Ph.D. degree versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Miami location		X		
Curriculum		X		
Research Programs	X			
Opportunities to do clinical/translational research with FIU HWCOM faculty		X		
Future employment as a physician scientist			X	

Default Report

Displaying **10** of **14** respondents

Response Type:
Normal Response

Collector:
New Link
(Web Link)

Custom Value:
empty

IP Address:
99.112.92.44

Response Started:
Monday, September 13, 2010 4:26:54 PM

Response Modified:
Monday, September 13, 2010 4:28:53 PM

1. Would you be interested in obtaining a Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

Yes

2. What is your major/undergraduate degree?

other
Biology and Chemistry

3. Where are you receiving your undergraduate education?

Florida International University

4. What criteria are important for your choice? Check all that apply.

curriculum
research programs
the faculty
obtaining a degree in biomedical sciences

5. How important are the following factors in influencing your choice of a Biomedical Sciences Program in the HWCOM versus a graduate program in another FIU college?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Curriculum	X			
The faculty	X			
Research programs	X			
The opportunity to learn with medical students	X			
Opportunities for translational medical research	X			
Future employment in the biomedical field	X			

6. How important are the following factors in influencing your choice of the FIU HWCOM Biomedical

Sciences degree program versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Miami location	X			
Curriculum	X			
The faculty	X			
Research programs	X			
The opportunity to learn with medical students	X			
Opportunities for translational medical research	X			
Future employment in the biomedical field	X			

7. Would you be interested in obtaining a joint M.D/Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

Yes

8. How important are the following factors in influencing your choice of the FIU HWCOM joint M.D./Ph.D. degree versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Miami location	X			
Curriculum	X			
Research Programs	X			
Opportunities to do clinical/translational research with FIU HWCOM faculty	X			
Future employment as a physician scientist	X			

Default Report

Displaying **11** of **14** respondents

Response Type:
Normal Response

Collector:
New Link
(Web Link)

Custom Value:
empty

IP Address:
131.94.55.35

Response Started:
Monday, September 13, 2010 5:25:01 PM

Response Modified:
Monday, September 13, 2010 5:27:30 PM

1. Would you be interested in obtaining a Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

Yes

2. What is your major/undergraduate degree?

Biology

3. Where are you receiving your undergraduate education?

Florida International University

4. What criteria are important for your choice? Check all that apply.

curriculum
research programs
the faculty
obtaining a degree in biomedical sciences

5. How important are the following factors in influencing your choice of a Biomedical Sciences Program in the HWCOM versus a graduate program in another FIU college?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Curriculum	X			
The faculty	X			
Research programs	X			
The opportunity to learn with medical students	X			
Opportunities for translational medical research	X			
Future employment in the biomedical field	X			

6. How important are the following factors in influencing your choice of the FIU HWCOM Biomedical Sciences degree program versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Miami location	X			
Curriculum	X			
The faculty	X			
Research programs	X			
The opportunity to learn with medical students	X			
Opportunities for translational medical research	X			
Future employment in the biomedical field	X			

7. Would you be interested in obtaining a joint M.D/Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

Yes

8. How important are the following factors in influencing your choice of the FIU HWCOM joint M.D./Ph.D. degree versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Miami location	X			
Curriculum	X			
Research Programs	X			
Opportunities to do clinical/translational research with FIU HWCOM faculty	X			
Future employment as a physician scientist	X			

Default Report

Displaying **12** of **14** respondents

Response Type:
Normal Response

Collector:
New Link
(Web Link)

Custom Value:
empty

IP Address:
75.74.101.201

Response Started:
Monday, September 13, 2010 5:32:19 PM

Response Modified:
Monday, September 13, 2010 5:33:57 PM

1. Would you be interested in obtaining a Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

Yes

2. What is your major/undergraduate degree?

Biology

3. Where are you receiving your undergraduate education?

Florida International University

4. What criteria are important for your choice? Check all that apply.

curriculum
research programs
the faculty
obtaining a degree in biomedical sciences

5. How important are the following factors in influencing your choice of a Biomedical Sciences Program in the HWCOM versus a graduate program in another FIU college?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Curriculum		X		
The faculty	X			
Research programs	X			
The opportunity to learn with medical students	X			
Opportunities for translational medical research	X			
Future employment in the biomedical field	X			

6. How important are the following factors in influencing your choice of the FIU HWCOM Biomedical Sciences degree program versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Miami location		X		
Curriculum		X		
The faculty	X			
Research programs	X			
The opportunity to learn with medical students	X			
Opportunities for translational medical research	X			
Future employment in the biomedical field	X			

7. Would you be interested in obtaining a joint M.D/Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

Yes

8. How important are the following factors in influencing your choice of the FIU HWCOM joint M.D./Ph.D. degree versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Miami location		X		
Curriculum		X		
Research Programs	X			
Opportunities to do clinical/translational research with FIU HWCOM faculty	X			
Future employment as a physician scientist		X		

Default Report

Displaying **13** of **14** respondents

Response Type:
Normal Response

Collector:
New Link
(Web Link)

Custom Value:
empty

IP Address:
65.34.156.10

Response Started:
Wednesday, September 15, 2010 4:16:07 AM

Response Modified:
Wednesday, September 15, 2010 4:18:03 AM

1. Would you be interested in obtaining a Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

No

2. What is your major/undergraduate degree?

Biology

3. Where are you receiving your undergraduate education?

Florida International University

4. What criteria are important for your choice? Check all that apply.

curriculum

5. How important are the following factors in influencing your choice of a Biomedical Sciences Program in the HWCOM versus a graduate program in another FIU college?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Curriculum	X			
The faculty		X		
Research programs			X	
The opportunity to learn with medical students		X		
Opportunities for translational medical research			X	
Future employment in the biomedical field	X			

6. How important are the following factors in influencing your choice of the FIU HWCOM Biomedical Sciences degree program versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Miami location	X			
Curriculum	X			

The faculty		X		
Research programs			X	
The opportunity to learn with medical students		X		
Opportunities for translational medical research			X	
Future employment in the biomedical field	X			

7. Would you be interested in obtaining a joint M.D/Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

No

8. How important are the following factors in influencing your choice of the FIU HWCOM joint M.D./Ph.D. degree versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Miami location	X			
Curriculum	X			
Research Programs			X	
Opportunities to do clinical/translational research with FIU HWCOM faculty		X		
Future employment as a physician scientist	X			

Default Report

Displaying **14** of **14** respondents

Response Type:
Normal Response

Collector:
New Link
(Web Link)

Custom Value:
empty

IP Address:
131.94.186.10

Response Started:
Friday, September 17, 2010 12:43:24 PM

Response Modified:
Friday, September 17, 2010 12:45:53 PM

1. Would you be interested in obtaining a Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

No

2. What is your major/undergraduate degree?

Biology

3. Where are you receiving your undergraduate education?

Florida International University

4. What criteria are important for your choice? Check all that apply.

curriculum

research programs

the faculty

5. How important are the following factors in influencing your choice of a Biomedical Sciences Program in the HWCOM versus a graduate program in another FIU college?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Curriculum		X		
The faculty	X			
Research programs	X			
The opportunity to learn with medical students				X
Opportunities for translational medical research				X
Future employment in the biomedical field	X			

6. How important are the following factors in influencing your choice of the FIU HWCOM Biomedical Sciences degree program versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)

Miami location				X
Curriculum	X			
The faculty	X			
Research programs	X			
The opportunity to learn with medical students				X
Opportunities for translational medical research				X
Future employment in the biomedical field	X			

7. Would you be interested in obtaining a joint M.D/Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

No

8. How important are the following factors in influencing your choice of the FIU HWCOM joint M.D./Ph.D. degree versus a program at another university?

	Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
Miami location				X
Curriculum		X		
Research Programs	X			
Opportunities to do clinical/translational research with FIU HWCOM faculty				X
Future employment as a physician scientist				X

SurveyMonkey

Ph.D. in Biomedical Sciences Edit

Default Report + Add Report

Response Summary

Active Crosstab: New Crosstab

Total: 14 Edit

Crosstabbed: 14 Unapply

PAGE: HERBERT WERTHEIM COLLEGE OF MEDICINE GRADUATE PROGRAM SURVEY

1. Would you be interested in obtaining a Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)? Create Chart Download

	What is your major/undergraduate degree?					
	Biology	**Chemistry**	**Biomedical engineering**	**another Science major**	**other**	**Response Totals**
Yes	**76.9% (10)**	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (1)**	**78.6% (11)**
No	23.1% (3)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	21.4% (3)
answered question	13	0	0	0	1	**14**
					skipped question	**0**

2. What is your major/undergraduate degree? Create Chart Download

	What is your major/undergraduate degree?					
	Biology	**Chemistry**	**Biomedical engineering**	**another Science major**	**other**	**Response Totals**
Biology	**100.0% (13)**	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	**92.9% (13)**
Chemistry	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Biomedical engineering	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
another Science major	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
other	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (1)**	7.1% (1)
Other (please specify)	0 replies	0 replies	0 replies	0 replies	1 reply	1

answered question	13	0	0	0	1	**14**
					skipped question	**0**

3. Where are you receiving your undergraduate education? Create Chart Download

	What is your major/undergraduate degree?					
	Biology	**Chemistry**	**Biomedical engineering**	**another Science major**	**other**	**Response Totals**
Florida International University	**100.0% (13)**	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (1)**	**100.0% (14)**
Another Florida university	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
A U.S. university outside of Florida	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
A foreign university / other	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Other (please specify)	0 replies	0 replies	0 replies	0 replies	0 replies	0
answered question	13	0	0	0	1	**14**
					skipped question	**0**

4. What criteria are important for your choice? Check all that apply. Create Chart Download

	What is your major/undergraduate degree?					
	Biology	**Chemistry**	**Biomedical engineering**	**another Science major**	**other**	**Response Totals**
curriculum	**92.3% (12)**	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (1)**	**92.9% (13)**
research programs	**92.3% (12)**	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (1)**	**92.9% (13)**
the faculty	76.9% (10)	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (1)**	78.6% (11)
obtaining a degree in biomedical sciences	53.8% (7)	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (1)**	57.1% (8)
answered question	13	0	0	0	1	**14**
					skipped question	**0**

5. How important are the following factors in influencing your choice of a Biomedical Sciences Program in the HWCOM versus a graduate program in another FIU college? Create Chart Download

	What is your major/undergraduate degree?					
	Biology	**Chemistry**	**Biomedical engineering**	**another Science major**	**other**	**Response Totals**
Curriculum	**61.5%**	0.0%	0.0%	0.0%	**100.0%**	

	Very Important	**(8)**	(0)	(0)	(0)	**(1)**	
	Important	38.5% (5)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Somewhat Important	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Not Important	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	rating average	1.38 (13)	0.00 (0)	0.00 (0)	0.00 (0)	1.00 (1)	1.36 (14)
The faculty	**Very Important**	**69.2% (9)**	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (1)**	
	Important	23.1% (3)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Somewhat Important	7.7% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Not Important	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	rating average	1.38 (13)	0.00 (0)	0.00 (0)	0.00 (0)	1.00 (1)	1.36 (14)
Research programs	**Very Important**	**92.3% (12)**	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (1)**	
	Important	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Somewhat Important	7.7% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Not Important	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	rating average	1.15 (13)	0.00 (0)	0.00 (0)	0.00 (0)	1.00 (1)	1.14 (14)
The opportunity to learn with medical students	**Very Important**	**53.8% (7)**	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (1)**	
	Important	30.8% (4)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Somewhat Important	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Not Important	15.4% (2)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	rating average	1.77 (13)	0.00 (0)	0.00 (0)	0.00 (0)	1.00 (1)	1.71 (14)
Opportunities for translational medical research	**Very Important**	**61.5% (8)**	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (1)**	
	Important	15.4% (2)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Somewhat Important	15.4% (2)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
		7.7%	0.0%	0.0%	0.0%	0.0%	

	Not Important	(1)	(0)	(0)	(0)	(0)	
	rating average	1.69 (13)	0.00 (0)	0.00 (0)	0.00 (0)	1.00 (1)	1.64 (14)
Future employment in the biomedical field	**Very Important**	**76.9% (10)**	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (1)**	
	Important	23.1% (3)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Somewhat Important	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Not Important	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	rating average	1.23 (13)	0.00 (0)	0.00 (0)	0.00 (0)	1.00 (1)	1.21 (14)
	answered question	13	0	0	0	1	**14**
						skipped question	**0**

6. How important are the following factors in influencing your choice of the FIU HWCOM Biomedical Sciences degree program versus a program at another university? Create Chart Download

		What is your major/undergraduate degree?					
		Biology	**Chemistry**	**Biomedical engineering**	**another Science major**	**other**	**Response Totals**
Miami location	**Very Important**	30.8% (4)	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (1)**	
	Important	**53.8% (7)**	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Somewhat Important	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Not Important	15.4% (2)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	rating average	2.00 (13)	0.00 (0)	0.00 (0)	0.00 (0)	1.00 (1)	1.93 (14)
Curriculum	**Very Important**	**69.2% (9)**	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (1)**	
	Important	30.8% (4)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Somewhat Important	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Not Important	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	rating average	1.31 (13)	0.00 (0)	0.00 (0)	0.00 (0)	1.00 (1)	1.29 (14)
The faculty	**Very Important**	**76.9% (10)**	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (1)**	
	Important	15.4% (2)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	

	Somewhat Important	7.7% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Not Important	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	rating average	1.31 (13)	0.00 (0)	0.00 (0)	0.00 (0)	1.00 (1)	1.29 (14)
Research programs	**Very Important**	**84.6% (11)**	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (1)**	
	Important	7.7% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Somewhat Important	7.7% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Not Important	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	rating average	1.23 (13)	0.00 (0)	0.00 (0)	0.00 (0)	1.00 (1)	1.21 (14)
The opportunity to learn with medical students	**Very Important**	**61.5% (8)**	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (1)**	
	Important	15.4% (2)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Somewhat Important	7.7% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Not Important	15.4% (2)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	rating average	1.77 (13)	0.00 (0)	0.00 (0)	0.00 (0)	1.00 (1)	1.71 (14)
Opportunities for translational medical research	**Very Important**	**61.5% (8)**	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (1)**	
	Important	23.1% (3)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Somewhat Important	7.7% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Not Important	7.7% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	rating average	1.62 (13)	0.00 (0)	0.00 (0)	0.00 (0)	1.00 (1)	1.57 (14)
Future employment in the biomedical field	**Very Important**	**76.9% (10)**	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (1)**	
	Important	23.1% (3)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Somewhat Important	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Not Important	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	rating average	1.23 (13)	0.00 (0)	0.00 (0)	0.00 (0)	1.00 (1)	1.21 (14)

answered question	13	0	0	0	1	**14**
					skipped question	**0**

7. Would you be interested in obtaining a joint M.D/Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)? Create Chart Download

	What is your major/undergraduate degree?					
	Biology	**Chemistry**	**Biomedical engineering**	**another Science major**	**other**	**Response Totals**
Yes	**84.6% (11)**	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (1)**	**85.7% (12)**
No	15.4% (2)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	14.3% (2)
answered question	13	0	0	0	1	**14**
					skipped question	**0**

8. How important are the following factors in influencing your choice of the FIU HWCOM joint M.D./Ph.D. degree versus a program at another university? Create Chart Download

		What is your major/undergraduate degree?					
		Biology	**Chemistry**	**Biomedical engineering**	**another Science major**	**other**	**Response Totals**
Miami location	**Very Important**	38.5% (5)	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (1)**	
	Important	**46.2% (6)**	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Somewhat Important	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Not Important	15.4% (2)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	rating average	1.92 (13)	0.00 (0)	0.00 (0)	0.00 (0)	1.00 (1)	1.86 (14)
Curriculum	**Very Important**	**53.8% (7)**	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (1)**	
	Important	46.2% (6)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Somewhat Important	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Not Important	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	rating average	1.46 (13)	0.00 (0)	0.00 (0)	0.00 (0)	1.00 (1)	1.43 (14)
Research Programs	**Very Important**	**76.9% (10)**	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (1)**	
	Important	15.4% (2)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	

	Somewhat Important	7.7% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Not Important	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	rating average	1.31 (13)	0.00 (0)	0.00 (0)	0.00 (0)	1.00 (1)	1.29 (14)
Opportunities to do clinical/translational research with FIU HWCOM faculty	**Very Important**	**76.9% (10)**	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (1)**	
	Important	15.4% (2)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Somewhat Important	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Not Important	7.7% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	rating average	1.38 (13)	0.00 (0)	0.00 (0)	0.00 (0)	1.00 (1)	1.36 (14)
Future employment as a physician scientist	**Very Important**	**69.2% (9)**	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (1)**	
	Important	15.4% (2)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Somewhat Important	7.7% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	Not Important	7.7% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	
	rating average	1.54 (13)	0.00 (0)	0.00 (0)	0.00 (0)	1.00 (1)	1.50 (14)
	answered question	13	0	0	0	1	**14**
						skipped question	**0**

SurveyMonkey

Ph.D. in Biomedical Sciences Edit

Default Report + Add Report

Response Summary

Total Started Survey: 14
Total Completed Survey: 14 (100%)

PAGE: HERBERT WERTHEIM COLLEGE OF MEDICINE GRADUATE PROGRAM SURVEY

1. Would you be interested in obtaining a Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)? Create Chart Download

	Response Percent	Response Count
Yes	78.6%	11
No	21.4%	3
answered question		14
skipped question		0

2. What is your major/undergraduate degree? Create Chart Download

	Response Percent	Response Count
Biology	92.9%	13
Chemistry	0.0%	0
Biomedical engineering	0.0%	0
another Science major	0.0%	0
other	7.1%	1
Show replies Other (please specify)		1
answered question		14
skipped question		0

3. Where are you receiving your undergraduate education? Create Chart Download

	Response Percent	Response Count
Florida International University	100.0%	14
Another Florida university	0.0%	0
A U.S. university outside of Florida	0.0%	0
A foreign university / other	0.0%	0
Other (please specify)		0
answered question		14
skipped question		0

4. What criteria are important for your choice? Check all that apply. Create Chart Download

	Response Percent	Response Count
curriculum	**92.9%**	**13**
research programs	**92.9%**	**13**
the faculty	78.6%	11
obtaining a degree in biomedical sciences	57.1%	8
answered question		**14**
skipped question		**0**

5. How important are the following factors in influencing your choice of a Biomedical Sciences Program in the HWCOM versus a graduate program in another FIU college? Create Chart Download

	Very Important	Important	Somewhat Important	Not Important	Rating Average	Response Count
Curriculum	**64.3% (9)**	35.7% (5)	0.0% (0)	0.0% (0)	1.36	14
The faculty	**71.4% (10)**	21.4% (3)	7.1% (1)	0.0% (0)	1.36	14
Research programs	**92.9% (13)**	0.0% (0)	7.1% (1)	0.0% (0)	1.14	14
The opportunity to learn with medical students	**57.1% (8)**	28.6% (4)	0.0% (0)	14.3% (2)	1.71	14
Opportunities for translational medical research	**64.3% (9)**	14.3% (2)	14.3% (2)	7.1% (1)	1.64	14
Future employment in the biomedical field	**78.6% (11)**	21.4% (3)	0.0% (0)	0.0% (0)	1.21	14
answered question						**14**
skipped question						**0**

6. How important are the following factors in influencing your choice of the FIU HWCOM Biomedical Sciences degree program versus a program at another university? Create Chart Download

	Very Important	Important	Somewhat Important	Not Important	Rating Average	Response Count
Miami location	35.7% (5)	**50.0% (7)**	0.0% (0)	14.3% (2)	1.93	14
Curriculum	**71.4% (10)**	28.6% (4)	0.0% (0)	0.0% (0)	1.29	14
The faculty	**78.6% (11)**	14.3% (2)	7.1% (1)	0.0% (0)	1.29	14
Research programs	**85.7% (12)**	7.1% (1)	7.1% (1)	0.0% (0)	1.21	14
The opportunity to learn with medical students	**64.3% (9)**	14.3% (2)	7.1% (1)	14.3% (2)	1.71	14
Opportunities for translational medical research	**64.3% (9)**	21.4% (3)	7.1% (1)	7.1% (1)	1.57	14
Future employment in the biomedical field	**78.6% (11)**	21.4% (3)	0.0% (0)	0.0% (0)	1.21	14
answered question						**14**
skipped question						**0**

7. Would you be interested in obtaining a joint M.D/Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)? Create Chart Download

	Response Percent	Response Count
Yes	85.7%	12
No	14.3%	2
answered question		14
skipped question		0

8. How important are the following factors in influencing your choice of the FIU HWCOM joint M.D./Ph.D. degree versus a program at another university? Create Chart Download

	Very Important	Important	Somewhat Important	Not Important	Rating Average	Response Count
Miami location	42.9% (6)	42.9% (6)	0.0% (0)	14.3% (2)	1.86	14
Curriculum	57.1% (8)	42.9% (6)	0.0% (0)	0.0% (0)	1.43	14
Research Programs	78.6% (11)	14.3% (2)	7.1% (1)	0.0% (0)	1.29	14
Opportunities to do clinical/translational research with FIU HWCOM faculty	78.6% (11)	14.3% (2)	0.0% (0)	7.1% (1)	1.36	14
Future employment as a physician scientist	71.4% (10)	14.3% (2)	7.1% (1)	7.1% (1)	1.50	14
answered question						14
skipped question						0

1. Would you be interested in obtaining a Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

	Response Percent	Response Count
Yes	**78.6%**	**11**
No	21.4%	3
answered question		**14**
skipped question		**0**

2. What is your major/undergraduate degree?

	Response Percent	Response Count
Biology	**92.9%**	**13**
Chemistry	0.0%	0
Biomedical engineering	0.0%	0
another Science major	0.0%	0
other	7.1%	1
Other (please specify)		1
answered question		**14**
skipped question		**0**

3. Where are you receiving your undergraduate education?

	Response Percent	Response Count
Florida International University	**100.0%**	**14**
Another Florida university	0.0%	0
A U.S. university outside of Florida	0.0%	0
A foreign university / other	0.0%	0
Other (please specify)		0
answered question		**14**
skipped question		**0**

4. What criteria are important for your choice? Check all that apply.

	Response Percent	Response Count
curriculum	**92.9%**	**13**
research programs	**92.9%**	**13**
the faculty	78.6%	11
obtaining a degree in biomedical sciences	57.1%	8
answered question		**14**
skipped question		**0**

5. How important are the following factors in influencing your choice of a Biomedical Sciences Program in the HWCOM versus a graduate program in another FIU college?

	Very Important	Important	Somewhat Important	Not Important	Rating Average	Response Count
Curriculum	**64.3% (9)**	35.7% (5)	0.0% (0)	0.0% (0)	1.36	14
The faculty	**71.4% (10)**	21.4% (3)	7.1% (1)	0.0% (0)	1.36	14
Research programs	**92.9% (13)**	0.0% (0)	7.1% (1)	0.0% (0)	1.14	14
The opportunity to learn with medical students	**57.1% (8)**	28.6% (4)	0.0% (0)	14.3% (2)	1.71	14
Opportunities for translational medical research	**64.3% (9)**	14.3% (2)	14.3% (2)	7.1% (1)	1.64	14
Future employment in the biomedical field	**78.6% (11)**	21.4% (3)	0.0% (0)	0.0% (0)	1.21	14
				answered question		**14**
				skipped question		**0**

6. How important are the following factors in influencing your choice of the FIU HWCOM Biomedical Sciences degree program versus a program at another university?

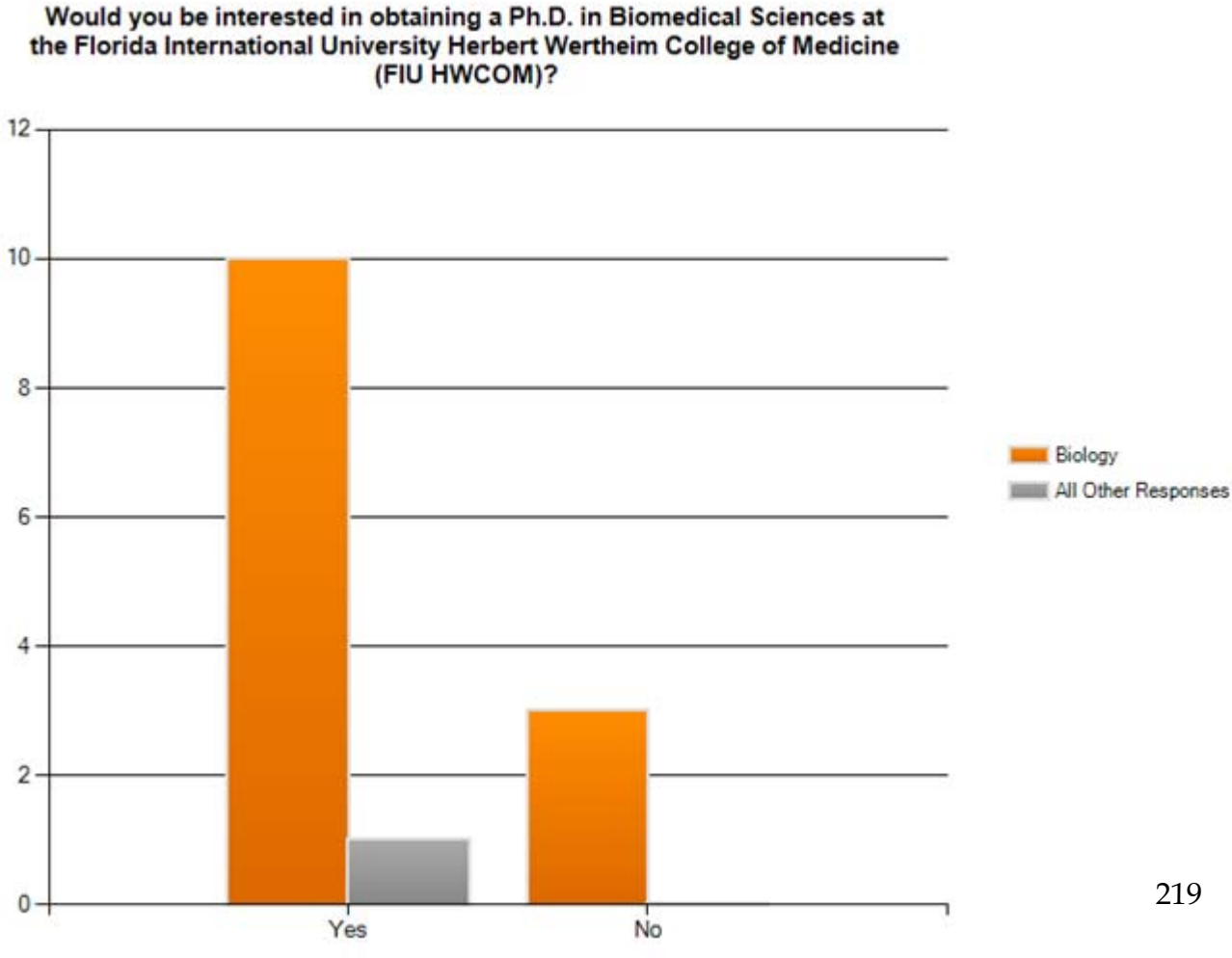
	Very Important	Important	Somewhat Important	Not Important	Rating Average	Response Count
Miami location	35.7% (5)	**50.0% (7)**	0.0% (0)	14.3% (2)	1.93	14
Curriculum	**71.4% (10)**	28.6% (4)	0.0% (0)	0.0% (0)	1.29	14
The faculty	**78.6% (11)**	14.3% (2)	7.1% (1)	0.0% (0)	1.29	14
Research programs	**85.7% (12)**	7.1% (1)	7.1% (1)	0.0% (0)	1.21	14
The opportunity to learn with medical students	**64.3% (9)**	14.3% (2)	7.1% (1)	14.3% (2)	1.71	14
Opportunities for translational medical research	**64.3% (9)**	21.4% (3)	7.1% (1)	7.1% (1)	1.57	14
Future employment in the biomedical field	**78.6% (11)**	21.4% (3)	0.0% (0)	0.0% (0)	1.21	14
				answered question		**14**
				skipped question		**0**

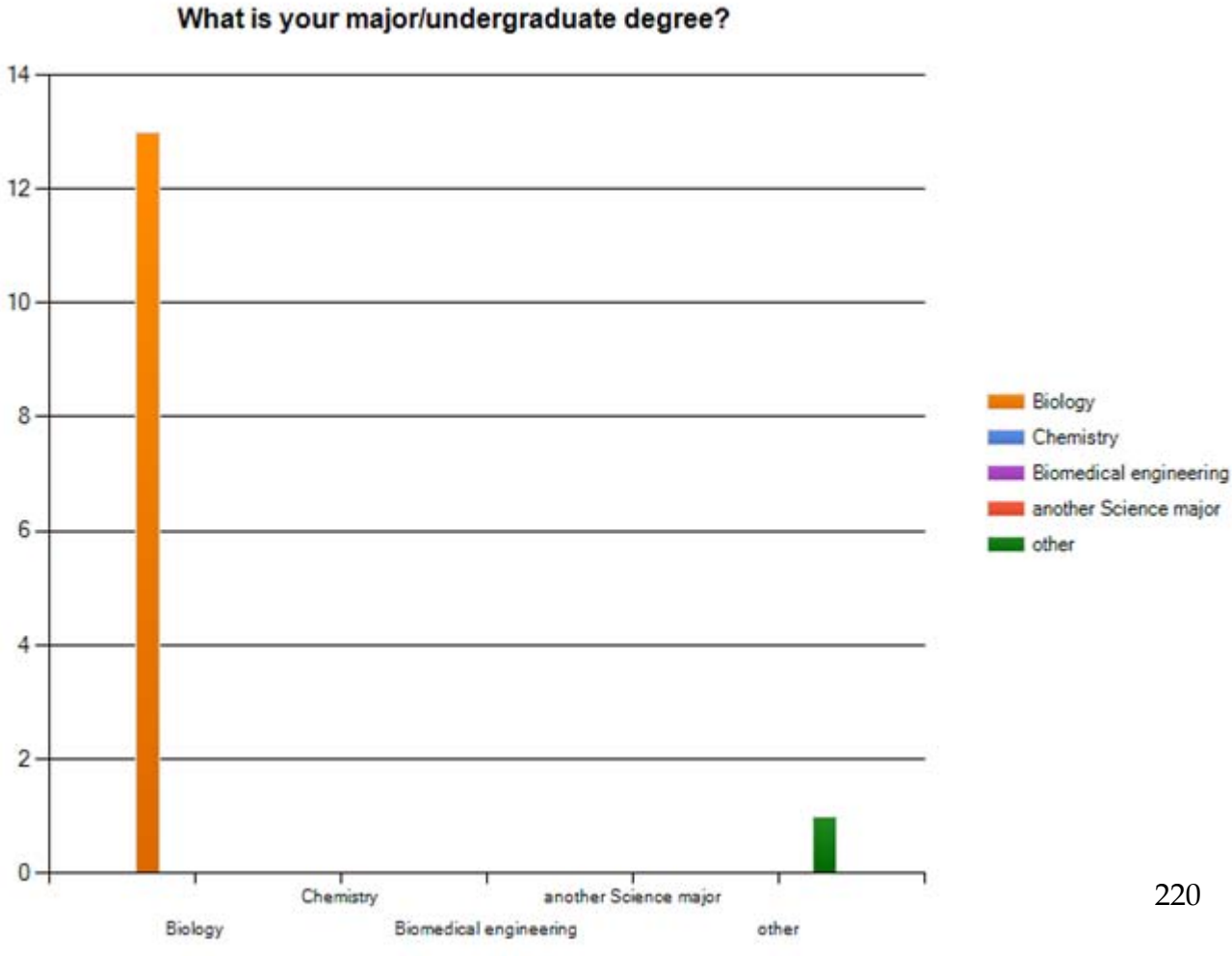
7. Would you be interested in obtaining a joint M.D/Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?

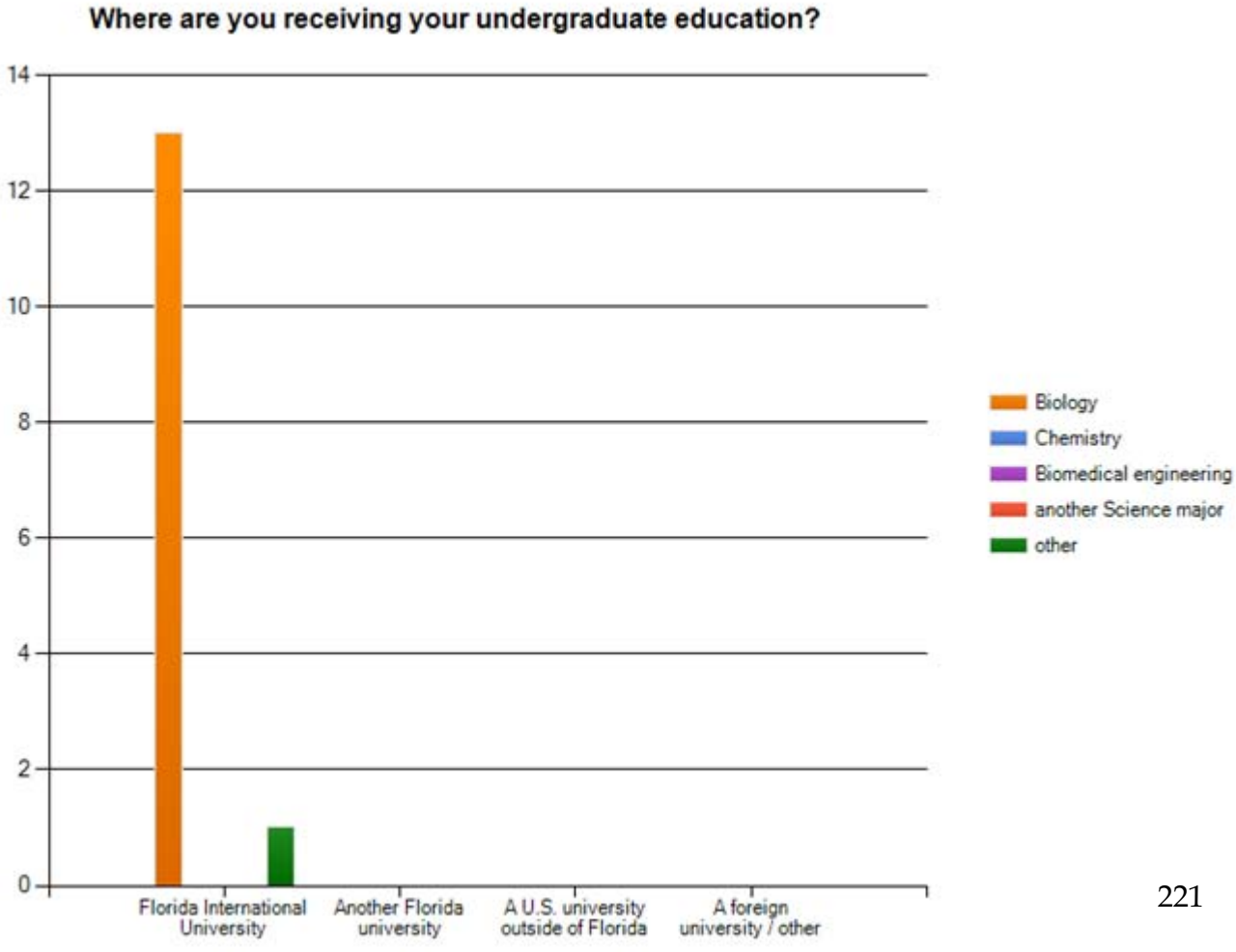
	Response Percent	Response Count
Yes	**85.7%**	**12**
No	14.3%	2
	answered question	**14**
	skipped question	**0**

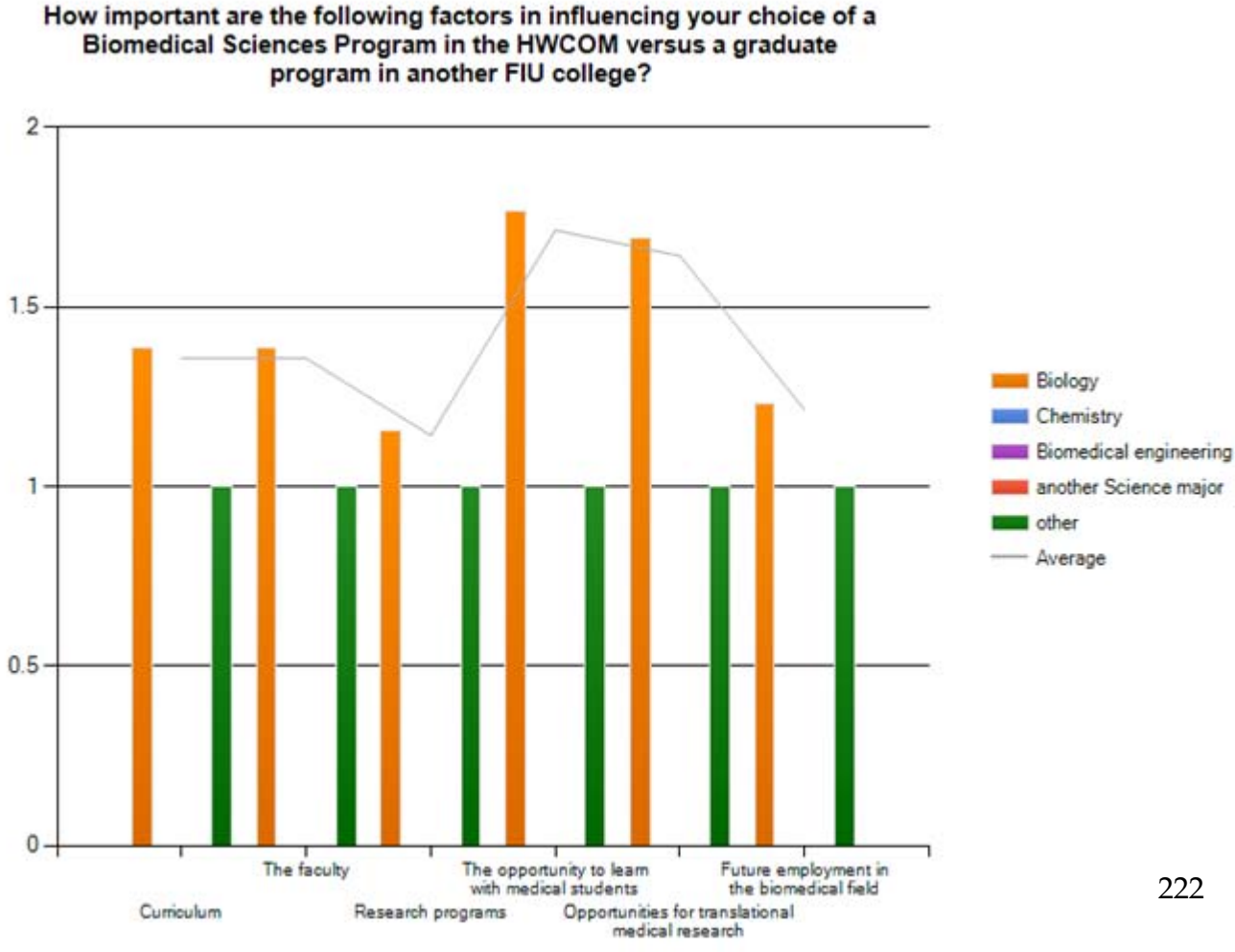
8. How important are the following factors in influencing your choice of the FIU HWCOM joint M.D./Ph.D. degree versus a program at another university?

	Very Important	Important	Somewhat Important	Not Important	Rating Average	Response Count
Miami location	**42.9% (6)**	**42.9% (6)**	0.0% (0)	14.3% (2)	1.86	14
Curriculum	**57.1% (8)**	42.9% (6)	0.0% (0)	0.0% (0)	1.43	14
Research Programs	**78.6% (11)**	14.3% (2)	7.1% (1)	0.0% (0)	1.29	14
Opportunities to do clinical/translational research with FIU HWCOM faculty	**78.6% (11)**	14.3% (2)	0.0% (0)	7.1% (1)	1.36	14
Future employment as a physician scientist	**71.4% (10)**	14.3% (2)	7.1% (1)	7.1% (1)	1.50	14
				answered question		**14**
				skipped question		**0**

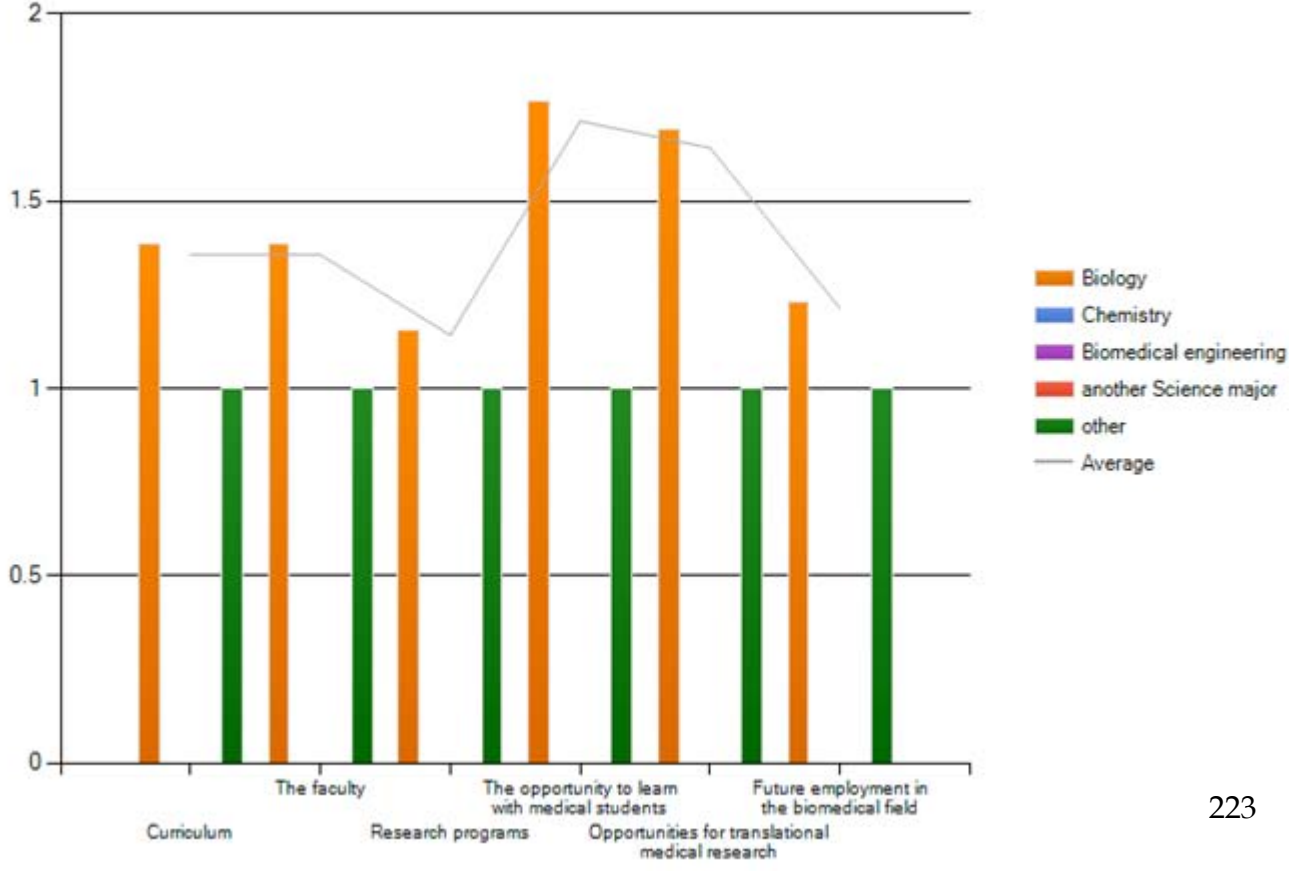

Would you be interested in obtaining a Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?
12
10
8
6
4
2
0
Yes
No
Biology
All Other Responses


What is your major/undergraduate degree?
14
12
10
8
6
4
2
0
Biology
Chemistry
Biomedical engineering
another Science major
other
Biology
Chemistry
Biomedical engineering
another Science major
other

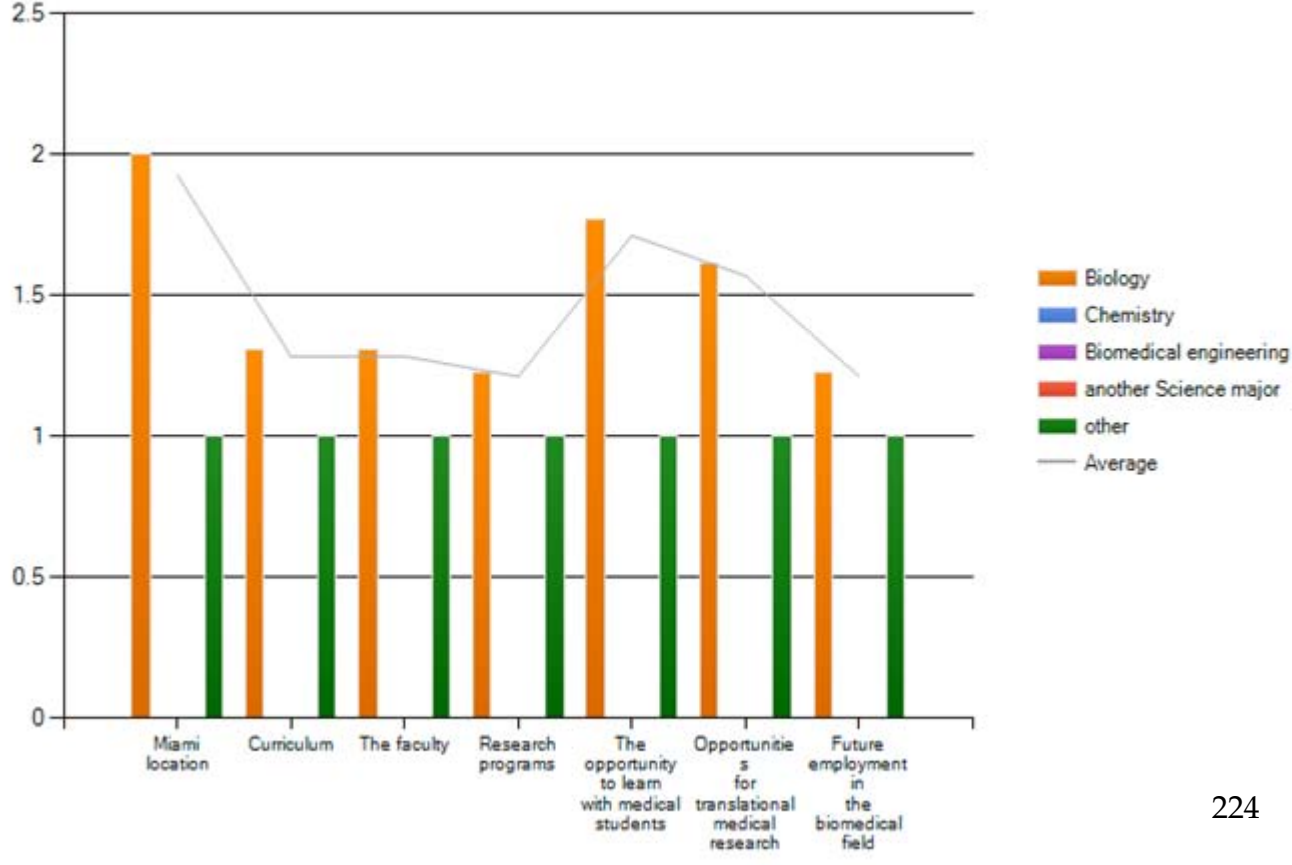

Where are you receiving your undergraduate education?
14
12
10
8
6
4
2
0
Florida International University
Another Florida university
A U.S. university outside of Florida
A foreign university / other
Biology
Chemistry
Biomedical engineering
another Science major
other

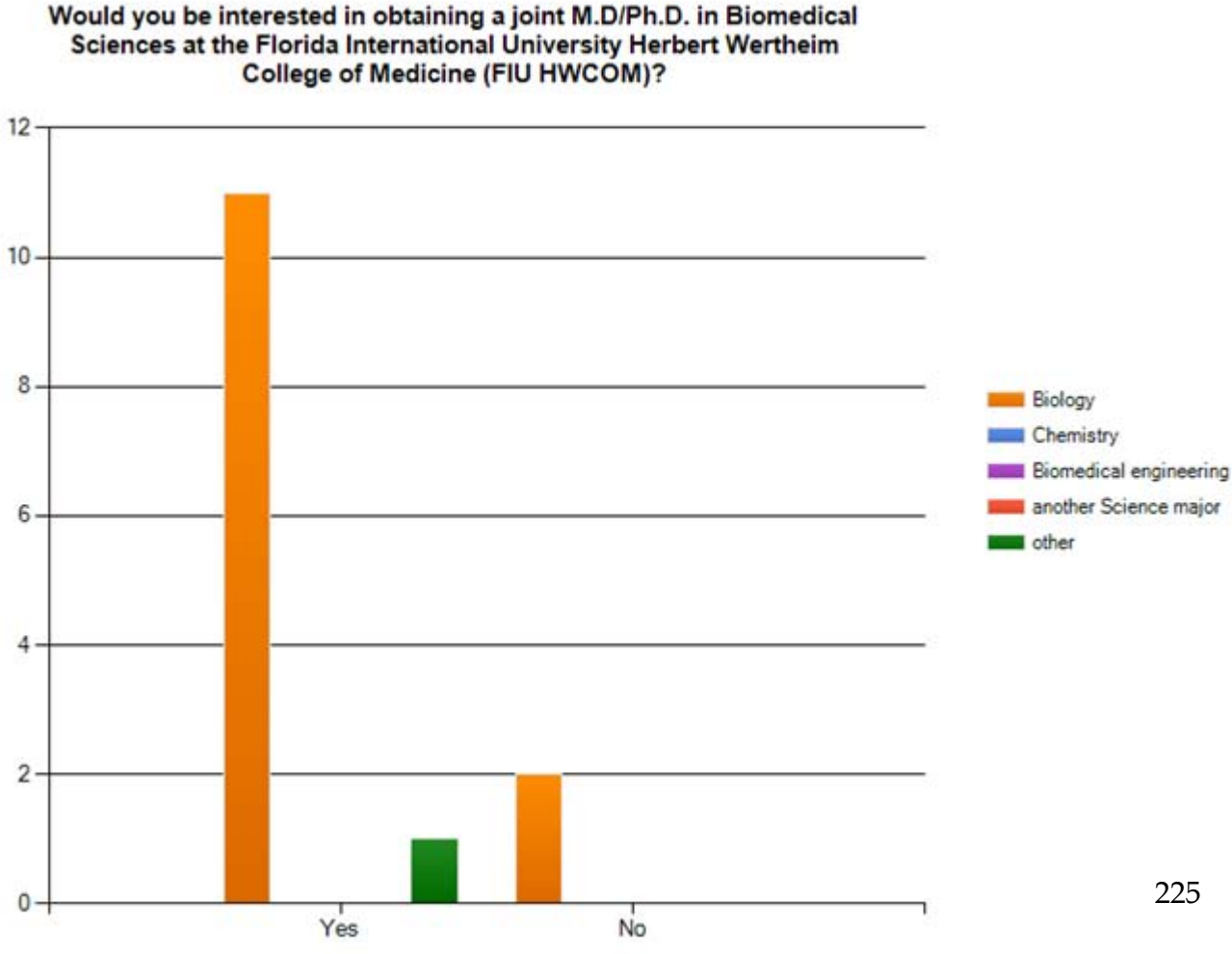

How important are the following factors in influencing your choice of a Biomedical Sciences Program in the HWCOM versus a graduate program in another FIU college?
2
1.5
1
0.5
0
Curriculum
The faculty
Research programs
The opportunity to learn with medical students
Opportunities for translational medical research
Future employment in the biomedical field
Biology
Chemistry
Biomedical engineering
another Science major
other
Average

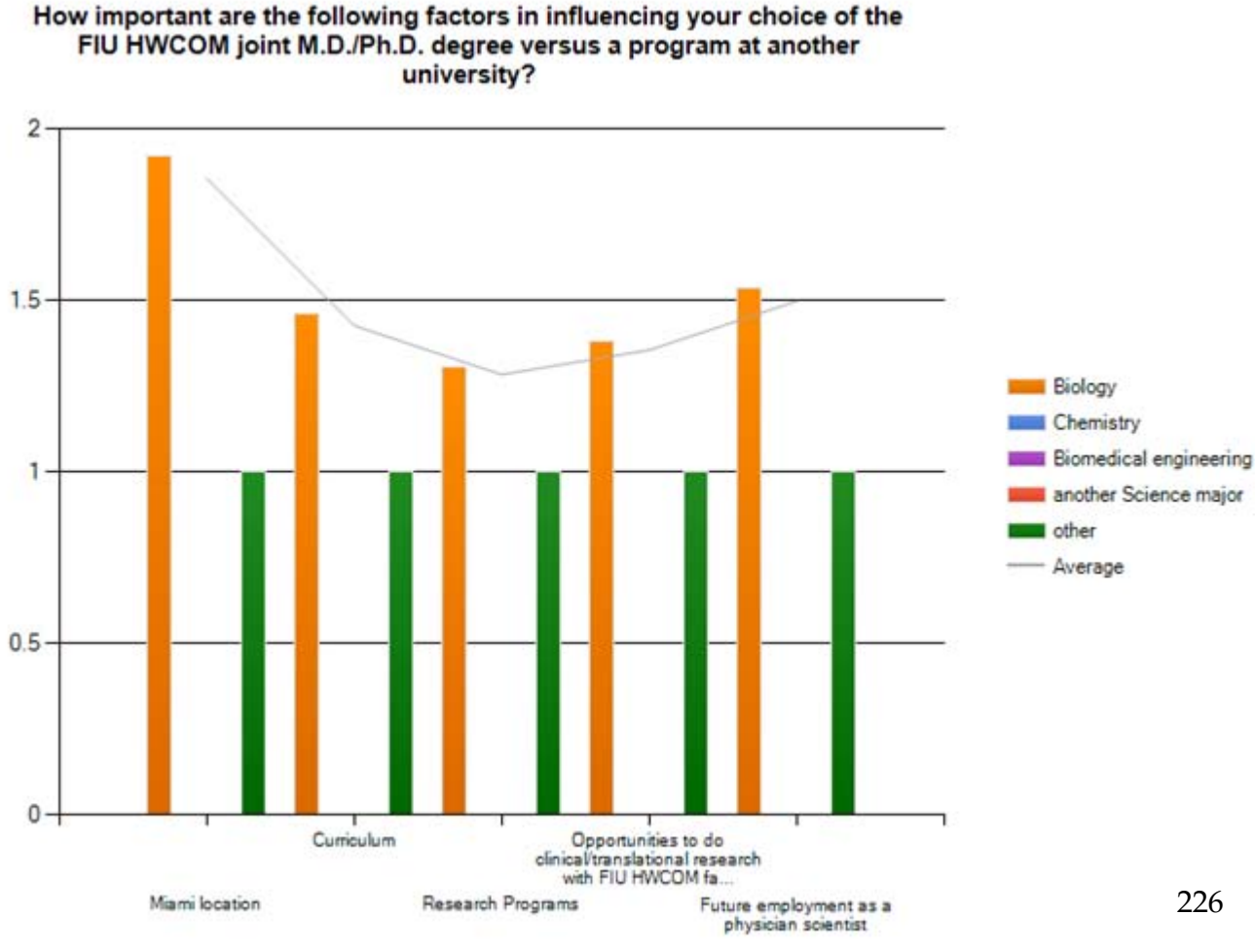
How important are the following factors in influencing your choice of a Biomedical Sciences Program in the HWCOM versus a graduate program in another FIU college?



How important are the following factors in influencing your choice of the FIU HWCOM Biomedical Sciences degree program versus a program at another university?




Would you be interested in obtaining a joint M.D/Ph.D. in Biomedical Sciences at the Florida International University Herbert Wertheim College of Medicine (FIU HWCOM)?
12
10
8
6
4
2
0
Yes
No
Biology
Chemistry
Biomedical engineering
another Science major
other


How important are the following factors in influencing your choice of the FIU HWCOM joint M.D./Ph.D. degree versus a program at another university?
2
1.5
1
0.5
0
Miami location
Curriculum
Research Programs
Opportunities to do clinical/translational research with FIU HWCOM fa...
Future employment as a physician scientist
Biology
Chemistry
Biomedical engineering
another Science major
other
Average

May 18, 2010

Dear Dr. Barry Rosen:

It is my goal to pursue a career in clinical and basic research that is biomedically translational. This August I will be doing a post-baccalaureate program at the NIH Academy and thereafter plan to do a graduate research training program in genetics, immunology or molecular biology and thing that a PhD Program in the Biomedical Sciences at the FIU College of Medicine would be a good match, if available. If this program were available, I would definitely apply. The FIU COM, the state of Florida, and many students would benefit much by having such a program available.

Thank you for your time and for considering the implementation of such a wonderful program!

Sincerely,

Rosa Rodriguez
MBRS RISE Fellow
Rrodr057@fiu.edu
(305)978-38237

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 9, 2011

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 6.018 Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities

PROPOSED COMMITTEE ACTION

Consider approval of the public notice of intent to amend Board of Governors Regulation 6.018 Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Sections 1007.264 and 1007.265, *Florida Statutes*, were amended by the 2011 Florida Legislature. Due to these changes in statute going into effect July 1, 2011, Regulation 6.018 requires amendment. The statement exempting documented intellectual disabilities from the definition of "other health disabilities" has been proposed for elimination. Language was added for clarity, and Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder was added within the individual definitions. Additionally, the name of the regulation has been slightly modified in order to capture the possibility of substitutions being made for university admission decisions.

This regulation has been reviewed by the university general counsels, members of the Council of Academic Vice Presidents, members of the Council of Student Affairs, state university student disability services directors, and other state university staff. Revisions were made due to their input. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included: Proposed Regulation 6.018

Facilitators/Presenters: Richard Stevens

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6.018 Substitution or Modification of Requirements for University or Program Admission, Undergraduate Transfer, ~~and~~ or for Graduation by Students with Disabilities.

(1) ~~Each (1) A~~ university shall provide reasonable substitution or modification for any requirement for admission into the ~~a~~ university, ~~into~~ an undergraduate or graduate program of study~~,~~; for entry into the upper division~~,~~; or for graduation for any otherwise eligible student with a disability, where

a. The student seeking substitution or modification of an admission or graduation requirement has provided ~~. Appropriate~~ documentation demonstrating that he or she is disabled and ~~must be provided to indicate~~ that the student's inability ~~failure~~ to meet the requirement is related to ~~related to t~~the disability, and ~~.~~

b. ~~Additionally, T~~the university has ~~must~~ determined that if the requested substitution or modification is granted, ~~such failure to meet the requirement does not constitute~~ a fundamental alteration in the nature of the ~~academic~~ program will not result.

(2) For purposes of this regulation, the following conditions may constitute a ~~recognized~~ disability for which substitution or modification of an admission or graduation requirement may be provided, depending upon the effect of the condition on the requirement and the effect of the substitution or modification on the program:

(a) Deaf/Hard of Hearing. A hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000, and 4000 hertz (Hz), unaided, in the better ear. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, and acoustic trauma hearing loss or deafness.

(b) Blind or Low Vision. Disabilities in the structure and function of the eyes as manifested by at least one of the following: visual acuity of 20/70 or less in the better eye after the best possible correction, a peripheral field so constricted that it affects one's ability to function in an educational setting, or a progressive loss of vision that may affect one's ability to function in an educational setting. Examples include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

(c) Specific Learning Disability. A disability in one or more psychological or neurological processes involved in understanding or using spoken or written language. Learning disabilities may be manifested in listening,

thinking, reading, writing, spelling, or performing arithmetic calculations. Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological processes. Such disabilities do not include learning problems that are due primarily to visual, hearing, or motor disabilities, to intellectual disabilities, to psychiatric or emotional disabilities or to an environmental deprivation.

(d) Orthopedic Disability. A disability of the musculoskeletal system, connective tissue, or neuromuscular system. Examples include, but are not limited to, cerebral palsy, absence of some body member, clubfoot, nerve damage to the hand or arm, cardiovascular aneurysm (CVA), head injury or spinal cord injury, arthritis or rheumatism, epilepsy, intracranial hemorrhage, embolism, thrombosis (stroke), poliomyelitis, multiple sclerosis, Parkinson's disease, congenital malformation of brain cellular tissue, and physical disabilities pertaining to muscles or nerves, usually as a result of disease or birth defect, including, but not limited to, muscular dystrophy and congenital disorders.

(e) Speech/Language Disabilities. Disabilities of language, articulation, fluency, or voice that interfere with communication in academic settings, employment preparation/training or social interaction on campus. Examples include, but are not limited to, cleft lip or palate with speech disabilities, stammering, stuttering, laryngectomy, and aphasia.

(f) ~~Psychological,~~ Emotional~~,~~ or Behavioral Disabilities~~y~~. Emotional or behavioral disabilities rendering the student unable to complete an admission or graduation requirement. ~~Any mental or psychological disability including, but not limited to, organic brain syndrome, emotional or mental illness, or attention deficit disorders.~~

(g) Autism Spectrum Disorder. Disabilities characterized by an uneven development profile and a pattern of qualitative impairments in social interaction, communication difficulties, and/or the presence of restricted repetitive or stereotyped patterns of behavior, interests, and activities. These characteristics may manifest in a variety of combinations and range from mild to severe.

(h) Traumatic Brain Injury. An injury to the brain, not of a degenerative or congenital nature but caused by an external force, that may produce a diminished or altered state of consciousness, which results in impairment of cognitive ability or physical ability and functioning.

(i) Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder. A chronic condition manifested by hyperactive and impulsive behavior, significant symptoms of inattention, or both. The behavior and symptoms have a significant impact on cognitive ability and academic functioning.

(j) Other Health Disabilities. Any disability not identified in this subsection, ~~except documented intellectual disability,~~ deemed by a disability professional to make completion of the requirement impossible.

(2) In determining whether to grant a substitution or modification, a university will consider pertinent documents including, but not limited to, assessments administered and interpreted by a licensed psychologist or interns supervised by a licensed psychologist; a physician or other qualified professional's statement; vocational rehabilitation records; school records maintained as a result of the exceptional child provisions of Public Law 94-142, military/Veterans Administration records; Board of Governors regulations, or statewide articulation documents. Standards for documentation required for specific learning disabilities shall include at a minimum intelligence, achievement, and processing assessment using adult-normed instruments with information about functional limitations. Each university shall provide the student the opportunity to present evidence of a qualifying disability.

(3) Each university shall develop and implement policies and procedures for providing reasonable substitution or modification for eligible students as required by this regulation. The policies and procedures shall include at least the following:

(a) A mechanism for informing students of the process for requesting a substitution or modification;

(b) A mechanism for identifying reasonable substitutions or modifications for criteria for admission to the institution, admission to a program of study, entry into the upper division, or graduation;

(c) A mechanism for making the designated substitution or modification known to affected persons;

(d) A mechanism for making substitution or modification decisions on an individual basis; and

(e) A mechanism for a student to appeal a denial of substitution, modification, or a determination of eligibility.

(4) The policies shall provide for articulation with other state postsecondary institutions, which shall include, at a minimum, acceptance of all reasonable substitutions previously granted by a state postsecondary institution.

(5) Each university shall maintain records on the substitutions or modifications provided per this regulation, the substitutions identified as available for each documented disability, the number of students granted substitutions by type of disability, and substitutions provided and the number of requests for substitutions that were denied.

Authority: Section 7(d), Art. IX, Fla. Const., History-New 4-20-87, Amended 9-15-91. Amended and Renumbered 1-29-09. Amended 9-16-10, Amended _____.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 9, 2011

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 8.016 Academic Learning Compacts

PROPOSED COMMITTEE ACTION

Consider approval of the public notice of intent to amend Board of Governors Regulation 8.016 Academic Learning Compacts.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

An SUS Academic Learning Compacts Work Group, consisting of representatives from seven universities and the Board office, drafted initial revisions to Regulation 8.016. The proposed amendments clarify the process related to student learning outcomes assessment. As such, the title of the regulation has been changed from "Academic Learning Compacts" to "Student Learning Outcomes Assessment."

Paragraph (1) sets out required policies and procedures. Each board of trustees must have a process for certifying student learning outcomes. Each university must develop processes for the following areas: (1) Academic Learning Compacts (ALCs), (2) related assessment mechanisms, (3) program evaluation, and (4) continuous improvement.

Paragraph (2) outlines required products. A hard copy or electronic version of the university-wide regulation or policy and related procedures regarding student learning outcomes assessment must be provided to the Board office. Each ALC must be posted on the university's Web site. Universities must submit periodic status reports on student learning outcomes assessment to the Board office.

The revised regulation was reviewed by the university general counsels, members of the Council of Academic Vice Presidents, the Academic Contacts, and the Academic Learning Compacts contacts. The regulation was revised based on their input. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included: Proposed Regulation 8.016

Facilitators/Presenters: R.E. LeMon

8.016 ~~Academic Learning Compacts~~ Student Learning Outcomes Assessment

(1) Policies and Procedures

(a) Each board of trustees shall require its university to establish a process for certifying that each baccalaureate graduate has completed a program with clearly articulated expected core student learning outcomes.

(b) Each university shall develop processes to ensure that:

1. program faculty develop and publish an Academic Learning Compact for each baccalaureate program that, at a minimum,
   a. outlines expected core student learning outcomes in the areas of content/discipline knowledge and skills, communication skills, and critical thinking skills;
   b. takes into consideration perspectives of appropriate constituencies (including but not limited to potential employers and graduate programs) regarding the knowledge and skills graduates need in the global marketplace and society; and
   c. lists the types of assessments students may encounter in the program (e.g., capstone projects, juried performances, standardized exams, common embedded exam questions, portfolio requirements, etc.);
2. program faculty develop methods for assessing student achievement of the expected core student learning outcomes within the context of the program;
3. university personnel use program evaluation systems (which may include sampling) to evaluate the program and related assessment practices to analyze their efficacy in determining whether program graduates have achieved the expected core student learning outcomes; and
4. university personnel use the evaluation results to improve student learning and program effectiveness.

(c) As appropriate, this regulation shall support and be supported by regional and specialized accreditation efforts, as well as the program review procedures in Regulation 8.015.

(2) Products

(a) A current hard copy or a URL (Web link) to an electronic version of the university-wide regulation or policy and related procedures regarding Academic Learning Compacts, related assessment mechanisms, program evaluation, and continuous improvement expectations shall be provided to the Board of Governors Office.

(b) Each Academic Learning Compact shall be made available (using student-friendly, jargon-free language) on the university's Web site.

(c) As requested by the Chancellor or the Chancellor's designee, university personnel shall submit to the Board of Governors Office periodic status reports on Academic Learning Compacts, related assessment mechanisms, program evaluation, and continuous improvement processes. The articulation and assessment of expected core student learning outcomes, as well as program evaluation and improvement, shall occur on a continuous basis.

~~(1) Introduction~~

~~(a) "Explicit identification of learning expectations facilitates the department's coherence about their goals. Sharing those expectations explicitly with students can provide an effective learning scaffold on which students can build their experiences and render effective performance." American Psychological Association (March 2002). In recent years, there has been increased emphasis on the identification and assessment of core student learning outcomes in higher education. The Florida Board of Governors has articulated the importance of student achievement in its strategic planning and accountability processes. Research indicates that university students are served best when students and faculty fully engage in a teaching-learning partnership, and this partnership is all the more meaningful if it is made as clear as possible to students what it is they will learn and how program faculty will assess that learning. Therefore, the Board has determined that universities must develop "Academic Learning Compacts" and related assessment processes to define and demonstrate student achievement in baccalaureate degree programs in the State University System.~~

~~(b) University Infrastructure for Developing, Implementing, and Reviewing Academic Learning Compacts and Related Assessment Processes. The Board of Governors supports the ongoing devolution of authority to the universities, campus-level decision making, and institutional accountability under the constitutional framework established by Floridians for their system of public universities. The Board also expects university and BOG personnel to ensure that the Academic Learning Compacts and corresponding assessment processes are of high quality and that they comply with the expectations outlined in Board of Governors and university regulations. The infrastructure outlined below is in place to ensure such compliance.~~

~~(2) Policies and Procedures~~

~~(a) Each university Board of Trustees must approve a process for certifying that each baccalaureate graduate has completed a program with~~

clearly articulated core student learning expectations in content/discipline knowledge and skills, communication skills, and critical thinking skills.

(b) Each university must construct clearly defined policies and procedures for developing, implementing, and reviewing Academic Learning Compacts and related assessment activities. These policies and procedures must be aligned with this System regulation.

(3) Processes: For all baccalaureate programs (or that an institution intends to place on) the State University System Academic Degree Inventory:

(a) Program faculty must develop Academic Learning Compacts that identify, at a minimum, the expected core student learning outcomes for program graduates in the areas of (i) content/discipline knowledge and skills; (ii) communication skills*; and (iii) critical thinking skills.* Input should be sought from the business and professional community to identify learning outcomes that students need for success in the global marketplace and society.

(b) Program faculty must identify the corresponding assessment tools and procedures that faculty use within the context of the program to determine if individual students have met each of the articulated core student learning expectations.

(c) University personnel must develop robust and effective program assessment/evaluation systems (which can involve sampling), including external corroboration, to substantiate that graduates have truly attained the expected core competencies. Such program assessments/evaluations should provide assurance that completion of the baccalaureate degree programs indicates that individual students have attained the articulated core learning requirements.

(d) Program faculty must demonstrate the use of results from program assessments/evaluations to continuously improve program effectiveness and student learning.

(4) Products:

(a) A current copy of each university's policies and procedures regarding both Academic Learning Compacts and corresponding assessment/evaluation processes must remain on file in the Board of Governors Office of Academic and Student Affairs.

(b) Program faculty must provide current and prospective students with student-friendly, jargon-free Academic Learning Compacts for each baccalaureate program on (or that an institution intends to place on) the State University System Academic Degree Inventory. Each Academic

* It will be a university decision as to whether there will be institutional-level definitions and/or required outcomes in the areas of communication and critical thinking skills. Some institutions may decide instead that definitions and/or required outcomes will be established (or supplemented) at the program level.

Learning Compact must be made available on the university's Web site and must include, at a minimum:

(i) concise statements of what active and successful students participating in the joint teaching-learning-assessment process will know and be able to do, expressed in terms of the core student learning outcomes embodied in the requirements for each baccalaureate degree;

(ii) a list of the types of assessments students might encounter in the program (e.g., capstone projects, juried performances, standardized exams, common embedded exam questions, portfolio requirements, etc.).

(c) As part of the mandated review and continuous improvement process for State University System degree programs (refer to the Board of Governors Regulation on Academic Program Review), university personnel must submit an up-to-date hyperlink to a copy of the Academic Learning Compact for each baccalaureate degree program under review. University personnel are expected to demonstrate how results from the periodic review of student learning outcomes, as well as from the evaluation of corresponding assessment mechanisms, have been used to continuously improve program effectiveness and student learning.

(d) Initially, university personnel will be asked to submit periodic status reports to the Board of Governors Office of Academic and Student Affairs on the progress baccalaureate degree program faculty are making on developing, implementing, and reviewing Academic Learning Compacts and corresponding assessment/evaluation policies, procedures, and products.

(5) Responsibilities of the Office of Academic and Student Affairs. The Board of Governors, Office of Academic and Student Affairs will:

(a) Review institutional policies and procedures to ensure that they comply with the expectations outlined in this regulation.

(b) Offer technical assistance to university personnel as they work to improve the quality of program assessment/evaluation processes to demonstrate that individual students receiving the baccalaureate have attained the articulated core learning requirements.

(c) Convene periodic meetings of representatives from the State universities to review institutional progress in developing, implementing, and reviewing Academic Learning Compacts and corresponding assessment policies, procedures, and products, as well as to share related best practices.

(d) Provide periodic updates to the Board of Governors on efforts in the State University System to demonstrate student achievement in the baccalaureate degree programs.

Authority: Section 7(d), Art IX, Fla. Const.; History: New 3-29-07, Amended XX-XX-12.

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic & Student Affairs Committee
November 9, 2011

SUBJECT: Student Affairs Reports and Updates

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not applicable

BACKGROUND INFORMATION

Dr. Maribeth Ehasz, Chair of the SUS Council for Student Affairs, will provide an update on current student affairs issues on SUS campuses, including a summary of a System survey on threat assessment procedures and practices.

Governor Michael Long, President of the Florida Student Association, will update the Committee on recent FSA activities and plans for the 2011-12 academic year.

Supporting Documentation Included:	Summary chart of SUS Survey on Threat Assessment Practices
Facilitators / Presenters:	Dr. Maribeth Ehasz, Chair, SUS Council for Student Affairs Governor Michael Long

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Threat Assessment Areas	Compliance	N/A
Campus Threat Assessment Multidisciplinary Teams		
Comprises a cross-section of campus: conduct, counseling, health, police, faculty, staff, other key partners	100%	
Creates campus-wide systems of communications	100%	
Maximizes possibility of addressing issues before individual becomes a threat	100%	
Arrives at a consensus about the existence of a threat	100%	
Develops orientation and training schedules	90%	
Record-keeping Practices		
Adheres to the FERPA guidelines and federal statutes	100%	
Maintains common databases; files; meeting minutes; summary cases;	100%	
Maintains confidentiality for sensitive information	100%	
Team Functions		
Writes protocols and procedures	82%	
Sustains campus-wide communication systems	100%	
Partnerships and collaborations across campus	100%	
Creates interventions strategies	100%	
Fostering a Culture of Concern for Students		
Community members taught to recognize signs of distress	100%	
Means to communicate information or to assist that person in distress	100%	

NOTES:

1. There are no standard tests, diagnosis or demographics to foretell violence so continuous observation and assessment is necessary.
2. Experts caution against immediate removal of potential threats from campus as this could 'trigger an event' that may not have occurred if the situation had been handled in a different manner.
3. Threat assessment is long-term process that could take years in order to complete intervention strategies, monitor compliance, and assess the outcome.

Intervention strategies (include-but are not limited to):

a. No-contact orders
b. Involuntary medical withdrawal
c. Conduct charges
d. Interim suspension
e. Housing relocation or removal
f. Trespass

Some of the most frequent situations being seen at SUS institutions:

a. Emotional distress
b. Suicidal threats
c. Disruptive conduct
d. Stalking behaviors
e. Threats of violence to others

Future recommendations:

1. Annual training opportunities within the state to complement those provided at various national conferences
2. Creation of a Behavioral Intervention/Threat Assessment Team SUS Council or Committee in order to promote the sharing of resources, best practices, professional development opportunities, and resolution of state-wide issues of concern
3. SUS-wide discussions with the SUS General Counsels in order to be consistent with regard to liability and privacy issues
4. Creation of a Florida State repository for information about persons of concern

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic & Student Affairs Committee
November 9, 2011

SUBJECT: Academic Program Coordination Project

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not applicable

BACKGROUND INFORMATION

Governor Duncan will provide a summary of the results from the Academic Program Coordination Project conducted by the Council of Academic Vice Presidents. Potential "next steps" will be provided for the Committee's consideration.

Supporting Documentation Included:	Summary of Results from the Academic Program Coordination Project
Facilitators / Presenters:	Governor Ann Duncan

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Academic Coordination and Efficiencies in the State University System

2010-2011 Academic Coordination Project

- The Board's Academic and Student Affairs Committee initiated the review of SUS academic degree programs to coordinate System program delivery and to identify academic efficiencies that might be gained across the System.
- For each institution, degree programs by level were identified as being below the degree production threshold criteria that were established in the CAVP Project work plan as follows:
  - Baccalaureate Programs – an average of less than six (6) degrees awarded per year over a five year period.
  - Master's, Specialist, Advanced Programs – an average of less than four (4) degrees awarded per year over a five year period.
  - Doctoral Programs – an average of less than three (3) degrees awarded per year over a five year period.
- Each university provost with faculty and staff reviewed the low productive programs based on: student demand for the program, workforce demand for graduates, program delivery options and innovations, and resource allocation.
- Campus decisions and proposed actions were reported for each program in one of five categories:
  - Program continuation with a specific rationale for doing so
  - A new collaborative or joint-delivery model
  - A specific corrective action plan for the program
  - Place the program in inactive status
  - Program termination.
- University submissions were compiled by the Board Office and reviewed by the CAVP in consideration of the SUS Degree Inventory and the need to provide high quality, high demand programs that meet employer needs.
- The Board Office reviewed with university representatives all programs recommended for continuation with specific rationale. This review included discussions on new delivery formats or other corrective action plans.
- The CAVP provided a summary report to the Committee at its June 2011 meeting.

FINDINGS

2011 Project

Of the **492** threshold programs (low productivity) identified:

- **59** programs were identified for corrective action or collaboration.
- **51** programs were place in inactive status.
- **74** programs were terminated or recommended for termination.
- **128** programs were newly established programs during the period.

- Since 2005, state universities have worked to streamline academic operations by reducing the array of general education courses, increasing enrollment in and thereby reducing course sections, consolidating courses and departments, optimizing the instructional load of faculty, closing non-essential and low-producing units, and increasing the delivery of distance education.

FINDINGS

For the period: Summer 2005 through Spring 2011

- 218 SUS degree programs have been terminated or are planned for termination.
- 74 SUS degree programs have been placed or are planned for placement into an inactive status.
- 191 SUS new degree programs have been implemented or have been approved for implementation.
  In the 2011 University Work Plan updates, the universities listed 96 proposed programs that are being planned for UBOT approval and implementation during the next three years.

An Annual Review Process: 2012 and Beyond

- The 2011 Academic Coordination Project triggered valuable academic planning sessions on the campuses regarding student demand for specific degree programs, workforce demand for graduates, program delivery options and innovations, and resource allocations.
- At its November 2011 meeting, the Board will consider for approval Regulation 8.004 – *Academic Program Coordination,* which will codify a process for the System-wide review and coordination of university academic programs.
- The CAVP will coordinate an annual review process for SUS academic program delivery and coordination that will consider the current and planned degree program offerings at each university and make recommendations that lead to better coordination across the State University System.
- The CAVP will meet at least annually to review degree programs recommended for termination and/or inactive status, along with proposed program reactivation and new degree program plans, to ensure that an appropriate level of access is provided for students across the State, and to ensure that opportunities are examined for collaborative design and utilizing shared resources across multiple institutions.
- In the University Work Plans, each university annually submits a list of new academic degree program proposals for the next three years and a list of low productive degree programs recommended either for a new collaborative or joint delivery model or for other corrective action.

- In each university's Annual Report submission, academic degree program changes are reported, including new program implementations, program suspensions, and program terminations.

System Efficiencies

Below are updates on other SUS Initiatives to gain academic efficiencies that evolved, in part, from the Academic coordination and Efficiencies project:

1. Adult Completion Initiative

Each year a significant number of students are forced to discontinue their pursuit of a college degree due to numerous factors that may include financial, work related, family obligations, health problems, and more. Some of these students have earned 60 to 120 credits, but no degree. The average income of Americans with a four-year degree is $43,000 per year, compared to $27,000 for those with just a high school diploma. In Florida, over 1.9 million adults have some college credit, which equates to 23% of the workforce.

To increase the number of Floridians holding a baccalaureate degree and thereby help to build a strong workforce and improve economic conditions in the state, a statewide degree completion initiative is under development that will utilize the resources of SUS institutions by developing a pilot program with USF, UWF, and other SUS institutions (FIU, UNF, FAMU and UF have expressed an interest). This program will be implemented under institutional Cooperative Program Agreements and it is envisioned that a single statewide portal will be developed for adult learners interested in degree completion. The agreement will enable SUS institutions to participate in this statewide degree completion initiative in two ways (1) offer complementary specializations to students for a program at another SUS institution using transient student model; (2) and/or develop a complementary degree completion program to offer within the statewide initiative.

2. Florida Institute for Oceanography

When FIO was reconstituted under the SUS AISO, Marine and Coastal Science education was a key component of the plan. There were numerous discussions regarding the role FIO could play in Coastal, Marine and Oceanography education, but the Deep Water Horizon oil spill moved that discussion onto the backburner.

Subsequently, the Council developed a plan built around a Marine/Coastal Biology Summer Program. Four or five FIO members located strategically around the state will agree to teach a 5 week Marine Science Course. Each location will specialize in one aspect of the course. Proposed sites include:

- St Petersburg - where oceanographic vessels are available,
- The Keys Marine lab - where reefs could be a focus,
- The Carolinian Bio-geographic Province - where oyster reefs and classic estuaries could be the emphasis,
- The Big Bend / peninsula area; and
- The SW part of the state - where the coastal Everglades and mangroves could be a focus.

Students will register at the five colleges or universities hosting or providing teaching faculty and spend one week at each location. This would likely be a 4 or 5 hour credit course and provide a fantastic and broad exposure to the field of Coastal Science/ Marine Science/ Oceanography. Most teaching institutions already have a course on the books that include these topics. The courses would be funded largely through tuition at the home institution, with some help needed for student ship time at St. Petersburg. Registration priority would be for member institutions, but students from other campuses could also take the course if space was available. It is projected that 80-100 students can be accommodated each summer in this course.

3. Professional Science Masters

Professional Science Master's (PSM) is an innovative graduate degree program initiated by the SUS Council of Graduate Deans and designed to allow students to pursue advanced training in science, while simultaneously developing workplace skills highly valued by employers. PSM programs prepare graduates for careers in business, government, and non-profit organizations, combining rigorous study in science and/or mathematics with coursework in management, policy, law, or related fields. Along with an emphasis on writing, leadership, and communication skills, most PSM programs require a final project or team experience, as well as an internship in a business or public sector setting.

- Currently, there are 27 PSM programs, with 8 more planned.
- In fall 2010, 272 students were enrolled in PSM programs.
- Since 2009, 66 degrees have been awarded in PSM programs.
- A statewide industry advisory board has been established.
- Student and employer surveys have taken place.
- A website is now online.

4. SUS Critical Language Network

The SUS Council of Academic Vice Presidents has initiated creation of a SUS Critical Language Network (CLN) to streamline the acquisition of the critical languages (e.g., Arabic, Mandarin, Russian, Hindi, Farsi, and Portuguese). The SUS CLN of nine state

universities (USF, UF, FSU, UCF, UWF, UNF, FIU, FAU, and NCF) will allow Florida's citizens to access the critical language courses and programs they require from across the entire state university system through: (1) coordination and communication of existing offerings; (2) targeted expansion of existing offerings to increase (online) access throughout the state; and (3) development of new language expertise to be shared across the SUS and the state.

This program will enhance **Florida's global competitiveness** by connecting local business and economic development to new markets (e.g., China, India, Brazil) and by improving the communication skills and intercultural literacy of its work force. In addition to economic benefits for the state and its citizens, this program will contribute significantly to enhancements in national security.

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic & Student Affairs Committee
November 9, 2011

SUBJECT: Adult Degree Completion Pilot Project

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not applicable

BACKGROUND INFORMATION

Governor Duncan will provide an update to the Committee regarding the status of the Adult Degree Completion Pilot Project that was presented at the September 2011 meeting.

Supporting Documentation Included: None

Facilitators / Presenters: Governor Ann Duncan

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STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

AGENDA
Budget and Finance Committee
Premier Club Level
FAU Stadium
Florida Atlantic University
Boca Raton, Florida
November 9, 2011
1:00 p.m. – 2:30 p.m.

Chair: Tico Perez; Vice-Chair: Dick Beard
Members: Duncan, Hosseini, Marshall, Rood, Tripp, Long

1.	**Call to Order**	**Governor Tico Perez**
2.	**Meeting Minutes, September 14, 2011**	**Governor Perez**
3.	**2011 New Fees Report to the Legislature**	**Governor Perez**
4.	**New Fees under Consideration**	**Governor Perez**
5.	**Market Tuition Proposals**	**Governor Perez** **University Representatives**
6.	**Concluding Remarks and Adjournment**	**Governor Perez**

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 9, 2011

SUBJECT: Approval of Minutes of Meeting held September 14, 2011

PROPOSED COMMITTEE ACTION

Approval of minutes of meeting held on September 14, 2011 at Florida International University.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

N/A

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the meeting held on September 14, 2011 at Florida International University.

Supporting Documentation Included: Minutes: September 14, 2011

Facilitators/Presenters: Governor Perez

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MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BUDGET AND FINANCE COMMITTEE
FLORIDA INTERNATIONAL UNIVERSITY
MIAMI, FLORIDA
SEPTEMBER 14, 2011

Mr. Perez, Chair, convened the meeting of the Budget and Finance Committee at 2:00 PM. Members present were Dick Beard, Norman Tripp, Mori Hosseini, Ann Duncan, John Rood and Mike Long. Other Board members present were Ava Parker, Dean Colson, Gus Stavros, Dr. Rick Yost, Patricia Frost, Commissioner Robinson, Frank Martin, and John Temple.

1. Call to Order

Mr. Perez called the meeting to order and thanked the members for their attendance. He announced there are three regulations not on the Committee agenda, but will be on the Board agenda tomorrow:

- The final approval of amended Regulation 7.001 on Tuition and Fees.
- The final approval of amended Regulation 7.003 on Fees, Fines and Penalties.
- The final approval of amended Regulation 9.017 on Faculty Practice Plans

These regulations were amended at the June meeting and there were no public comments received during the notice period, thus they will be up for final approval.

2. Approval of September 14, 2011, Meeting Minutes

Mr. Hosseini moved that the Committee approve the notes of the meeting held September 14, 2011 as presented. Ms. Duncan seconded the motion, and members of the Committee concurred.

3. Approval of 2011-2012 State University System Operating Budgets

Mr. Perez introduced the university operating budgets and reminded the Committee that the Board's Master Powers and Duties require review and approval of the university operating budgets. He asked Mr. Tim Jones, to provide an overview of the university operating budgets that were submitted.

Seeing no questions, Mr. Tripp moved that the Committee approve the 2011-2012 university operating budgets as presented. Mr. Beard seconded the motion, and members of the Committee concurred.

4. Approval of the 2012-2013 Legislative Budget Requests

Mr. Perez introduced the review of the 2012-13 legislative budget requests for the university system and the Board office.

Mr. Perez stated that although the economy has somewhat stabilized there is concern about another recession. How that will impact Florida remains to be seen. Mr. Jones has kept this Committee up-to-date on monthly revenue collections compared to the estimates, and up through July revenues were on target.

Mr. Perez indicated that the legislative budget instructions asked state agencies, including the universities, to prepare a 10% budget reduction plan for next year. He reiterated that these are just plans at this time, but it is a sign that the legislature is still very cautious.

Mr. Perez continued by stating the universities must continue to look for efficiencies, best practices or shared service initiatives. Included in the Committee materials are various initiatives universities have been engaged in.

The budget request that the Committee is considering is clearly an advocacy budget and includes as its cornerstone the New Florida initiative which focuses on STEM/Research and Access/Improving Graduation Rates. Both are cornerstones in the Boards' effort to produce more degrees, particularly in areas of critical need, as we work to improve Florida's economy.

Mr. Perez reminded the Committee that the Board would hear more about this during Governor Martin's Strategic Planning Committee on Thursday, but the LBR lines up with strategic planning process that we are working on to build a knowledge based economy.

Mr. Perez requested Mr. Jones walk the Committee through the 2012-2013 LBR.

After Mr. Jones' presentation, Ms. Duncan asked whether the Florida State University High Magnetic Lab issue for $3.3 million could be separated from the STEM/Research issue and shown as a separate line. Ms. Duncan stated that it is important to have this additional funding to send a message to the National Science Foundation that Florida is serious about retaining this laboratory in Florida.

Mr. Tripp moved that this issue be separated from the STEM/Research issue and shown as a separate line. Ms. Duncan seconded the motion, and members of the Committee concurred.

Mr. Perez asked if there were any further comments or discussion.

Seeing none, Mr. Tripp moved that the Committee approve the 2012-2013 LBR for the state university system, and authorize the Chancellor to make technical changes as necessary. Ms. Duncan seconded the motion, and members of the Committee concurred.

Mr. Tripp also moved that the Committee approve the 2012-2013 LBR for the Board General Office, and authorize the Chancellor to make technical changes as necessary. Ms. Duncan seconded the motion, and members of the Committee concurred.

Mr. Perez noted that Governor Colson's Legislative Committee has their work cut out for them. The challenges in PECO, the continued decline in state funds for university operations, and continued tuition increases, makes it a challenge for our universities, our students and their parents. He stated that it is vitally important that our universities work together with us to send a consistent and strong message that fiscal support is needed for the System.

5. Committee Work Plan

Mr. Perez pointed the Committee to the work plan for the next year and a half. He reminded members that during the November meeting they will review university market tuition and block tuition proposals.

6. Concluding Remarks and Adjournment

Having no further business, the meeting was adjourned at 2:55 PM.

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 9, 2011

SUBJECT: 2011 New Fee Report

PROPOSED COMMITTEE ACTION

Approve the 2011 New Fee Report for transmittal to the Legislature and Governor's Office.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution and Section 1009.24(15)(f) Florida Statute

BACKGROUND INFORMATION

Section 1009.24(15)(f) Florida Statute, requires the Board to submit an annual report summarizing the new fee proposals received and actions taken by the Board in response to each proposal. There is no specific deadline for the submission of the report.

In January, 2011 there were eight new fee proposals submitted to the Budget and Finance Committee for consideration. Ultimately, the Board approved four new fees at the March, 2011 meeting. The attached report summaries the new fees received, actions taken on each proposal, the amount of the fee, and anticipated revenues and expenditures.

Supporting Documentation Included: 2011 New Fee Report

Facilitators/Presenters: Governor Perez

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New Fees Authorized by the Florida Board of Governors for Fall 2011

STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

November 9, 2011

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Table of Contents

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Executive Summary and Background

The 2010 Legislature passed House Bill 7237 which was approved by the Governor on May 11, 2010. This legislation provided the Board of Governors (Board) the authority to approve boards of trustees' proposals for new student fees, increases to certain fees that are currently capped, and approval of flexible tuition policies, such as undergraduate or graduate block tuition, block tuition differential, or market tuition rates for graduate–level online courses or graduate-level courses offered through continuing education programs.

The Board established a Tuition Work Group[1] to develop regulations for the implementation of HB 7237 and present recommendations to the Budget and Finance Committee (Committee) for consideration. The Work Group met during the summer of 2010 to develop proposed language for reviewing new fees, changes to existing fees, and block tuition. This language was reviewed by the Committee on September 15, 2010, with a recommendation that Board Regulation 7.003, Fees, Fines and Penalties, be amended to reflect the language proposed by the Work Group. The amended regulation was adopted by the full Board in November.

The Work Group continued to meet during the fall to develop proposed language for market tuition rates. At the November meeting, the Committee reviewed proposed amendments to Board Regulation 7.001, Tuition and Associated Fees, to address market tuition. The Committee approved the amendments and the updated Regulation was adopted by the full Board in January, 2011.

Process for Creating New Fees

In accordance with Board regulations, following approval by the university board of trustees, proposals are submitted to the Committee in January, with the Committee meeting in February to review proposals, and make a recommendation to the full Board at the next scheduled meeting. If a university proposal is denied by the full Board, the university may file an appeal to the Board's Tuition Appeal Committee. All new fees approved are to be implemented in the fall term.

Last year's process provided that, effective with the fall 2011 term, USF, NCF, UNF, and FIU have the approval to charge a new fee that will benefit students and student activities on their respective campuses.

[1] Consisting of Governors Perez, Duncan, Tripp, and Franklin and Provosts Abele (FSU), Glover (UF), and Workman (UNF).

Annual Report

Section 1009.24(15)(f) Florida Statutes requests the Board to submit an annual report to the Senate, House, and Governor summarizing the new fee proposals received by the Board during the preceding year and actions taken in response to such proposals.

> Section 1009.24(15)(f) - The Board of Governors shall submit an annual report to the President of the Senate, the Speaker of the House of Representatives, and the Governor summarizing the proposals received by the board during the preceding year and actions taken by the board in response to such proposals. The Board of Governors shall also include in the annual report the following information for each fee established pursuant to subparagraph (a)1:
> 1. The amount of the fee.
> 2. The total revenues generated by the fee.
> 3. Detailed expenditures of the revenues generated by the fee.

New Fee Proposals

In January 2011, several new fee proposals were submitted to the Committee for consideration:

University	Nee Fee Proposed
USF	Global Experience Fee
USF	Green Fee
NCF	Green Fee
FGCU	Recreation Fee
UWF	Student Life & Services Facility Fee
UNF	Student Life & Services Fee
FSU	Student Safety & Security Fee
FIU	Test Preparation Fee

The Committee met on February 10, 2011 and heard presentations from each university on their respective fee proposal. The Committee presented their recommendations to the full Board on March 24, 2011.

The Board approved new fees for the universities listed in the table below. The other new fee proposals were withdrawn by their respective university.

University	New Fee Approved	Amount
USF	Green Fee	$1.00 per credit hour
NCF	Green Fee	$1.00 per credit hour
UNF	Student Life & Services Fee	No more than 5% of

		base tuition ($5.16 per credit hour for the 2011-12 school year)
FIU	Test Preparation Fee	Actual cost of the test preparation material

Proposed Uses, Revenues and Expenditures

1. USF Green Fee - A per credit hour fee not to exceed $1.00 will be charged to students on the Tampa and St. Petersburg Campuses starting fall 2011, with the other campuses having the option to charge the fee in later years. The fee will be used to establish or improve the use of renewable energy technologies or energy efficiencies that lower the university's greenhouse emissions. This initiative is supported by the students and after three years the student government association will conduct another referendum to gauge students' interest in continuing the fee.

2. NCF Green Fee – A per credit hour fee of $1.00 will be used to support initiatives that reduce campus greenhouse gas emissions. New College students have been advocating for this fee since 2007. A non-binding student referendum showed student support of 85 percent and a recent student survey showed 73 percent support.

3. UNF Student Life & Services Fee – A fee not to exceed five percent of base tuition. The fee will support transformational learning opportunities, activities that allow students to engage in exceptional educational experiences, e.g., faculty-mentored student research and community-based learning projects. UNF anticipates that that this fee will help improve retention rates, particularly the transition from freshman to sophomore and sophomore to junior years, and six-year graduation rates.

4. FIU Test Preparation Fee - This fee is not a part of registration for a course, so it is not subject to the 10 percent limitation. Students sitting for the Bar exam generally take a test preparation course. Instead of students working on their own to take the course and paying the vendor directly, FIU will negotiate with a vendor to offer the test preparation course to the students at a discount. This is a cost saving measure for students taking the test preparation course. FIU will not retain any of the fee revenue. FIU, with input from the students, has recently negotiated a fee of $2,550 compared to the regular price of $3,250. This is a savings of $700 to each student.

The following table reports the estimated revenue and expenditures, by category, for the 2011-2012 fiscal year. Given the variance in the new fee's purpose, expenditures vary greatly by category.

Board of Governors Approved Local Fees
2011-2012 Estimated Financial Activity

	USF Green Fee	FIU Test Prep. Fee	UNF Student Life & Services Fee	NCF Green Fee
Beginning Fund Balance	$0	$0	$0	$0
Receipts/Revenues				
Fees	$1,110,269	$510,000	$2,079,480	$28,000
Other Receipts / Revenues	$8,000	$0	$0	$0
Total Revenues:	$1,118,269	$510,000	$2,079,480	$28,000
Operating Expenditures				
Salaries and Benefits	$0	$0	$409,282	$0
Other Personal Services	$37,300	$0	$1,670,198	$0
Expenses	$564,969	$510,000	$0	$28,000
Operating Capital Outlay	$508,000	$0	$0	$0
Total Expenditures :	$1,110,269	$510,000	$2,079,480	$28,000
Ending Fund Balance :	$8,000	$0	$0	$0

Source: 2011-12 operating budgets as submitted by each university in August, 2011.

(15)(a) The Board of Governors may approve:
1. A proposal from a university board of trustees to establish a new student fee that is not specifically authorized by this section.
2. A proposal from a university board of trustees to increase the current cap for an existing fee authorized pursuant to paragraphs (14)(a)-(g).
3. A proposal from a university board of trustees to implement flexible tuition policies, such as undergraduate or graduate block tuition, block tuition differential, or market tuition rates for graduate-level online courses or graduate-level courses offered through a university's continuing education program. A block tuition policy for resident undergraduate students or undergraduate-level courses shall be based on the per-credit-hour undergraduate tuition established under subsection (4). A block tuition policy for nonresident undergraduate students shall be based on the per-credit-hour undergraduate tuition and out-of-state fee established under subsection (4). Flexible tuition policies, including block tuition, may not increase the state's fiscal liability or obligation.
(b) A proposal developed pursuant to paragraph (a) shall be submitted in accordance with guidelines established by the Board of Governors. Approval by the Board of Governors of such proposal must be made in accordance with the provisions of this subsection.
(c) In reviewing a proposal to establish a new fee under subparagraph (a)1., the Board of Governors shall consider:
1. The purpose to be served or accomplished by the new fee.
2. Whether there is a demonstrable student-based need for the new fee that is not currently being met through existing university services, operations, or another fee.
3. Whether the financial impact on students is warranted in light of other charges assessed to students for tuition and associated fees.
4. Whether any restrictions, limitations, or conditions should be placed on the use of the fee.
5. Whether there are outcome measures to indicate if the purpose for which the fee was established is accomplished.
(d) In reviewing a proposal to increase or exceed the current cap for an existing fee under subparagraph (a)2., the Board of Governors shall consider:
1. The services or operations currently being funded by the fee.
2. Whether those services or operations can be performed more efficiently to alleviate the need for any increase.
3. The additional or enhanced services or operations to be funded by the increase.
4. Whether any alternative resources are available to meet the need.
5. Whether the financial impact on students is warranted in light of other charges assessed to students for tuition and associated fees.
(e) In reviewing a proposal to implement a flexible tuition policy under subparagraph (a)3., the Board of Governors shall consider:
1. Whether the proposed tuition flexibility policy is aligned with the mission of the university.
2. Whether the proposed tuition flexibility policy increases the state's fiscal liabilities or obligations and, if so, the proposal shall be denied.
3. Whether any restrictions, limitations, or conditions should be placed on the policy.
4. How the proposed tuition flexibility policy will be implemented to honor the advance payment contracts of students who are beneficiaries of prepaid tuition contracts under s. 1009.98.

(f) The Board of Governors shall submit an annual report to the President of the Senate, the Speaker of the House of Representatives, and the Governor summarizing the proposals received by the board during the preceding year and actions taken by the board in response to such proposals. The Board of Governors shall also include in the annual report the following information for each fee established pursuant to subparagraph (a)1.:

1. The amount of the fee.
2. The total revenues generated by the fee.
3. Detailed expenditures of the revenues generated by the fee.

(g) The aggregate sum of any fees established pursuant to subparagraph (a)1. that a student is required to pay to register for a course shall not exceed 10 percent of tuition.

(h) Any fee established pursuant to subparagraph (a)1. shall not be included in any award under the Florida Bright Futures Scholarship Program established pursuant to ss. 1009.53-1009.538.

(i) The revenues generated by a fee established pursuant to subparagraph (a)1. may not be transferred to an auxiliary enterprise or a direct-support organization and may not be used for the purpose of paying or securing debt.

(j) If the Board of Governors approves a university proposal to establish a fee pursuant to subparagraph (a)1., a fee committee shall be established at the university to make recommendations to the university president and the university board of trustees regarding how the revenue from the fee is to be spent and any subsequent changes to the fee. At least one-half of the committee must be students appointed by the student body president. The remainder of the committee shall be appointed by the university president. A chair, appointed jointly by the university president and the student body president, shall vote only in the case of a tie.

(k) An increase to an existing fee or a fee established pursuant to subparagraph (a)1. may occur no more than once each fiscal year and must be implemented beginning with the fall term.

7.003 Fees, Fines and Penalties – New Fee Excerpt

(24) Before the Board's last meeting of each calendar year, the university board of trustees shall notify the Board of any potential new fees that are being considered by the university. A university board of trustees may then submit a proposal for a new fee not currently authorized in Board regulation or statute to the Board of Governors' budget committee by January 15 for consideration by the committee during a February meeting.

(a) The proposal shall be submitted in a format designated by the Chancellor, and include at a minimum:

1. The purpose to be served or accomplished with the fee.
2. The demonstrable student-based need for the fee that is currently not being met through existing university services, operations or another fee.
3. The process used to assure substantial student input or involvement.
4. Any proposed restrictions, limitations, or conditions to be placed on the fee.
5. The financial impact of the fee on students, including those with financial need.
6. The estimated revenue to be collected and proposed expenditures for the new fee.
7. The outcome measures that will be implemented to determine when the purpose of the fee will be accomplished.

(b) The aggregate sum of any fees approved by the Board that a student is required to pay to register for a course shall not exceed 10 percent of tuition. All other fees shall be based on cost.

(c) The fee can only be implemented in the fall term.

(d) The revenue generated by this fee may not be transferred to an auxiliary enterprise or a direct-support organization and may not be used to pay or secure debt.

(e) The university shall account for the revenue and detailed expenditures of this fee in the Annual Report.

(f) The fee cannot be an extension of, or cover the same services, as an existing statutory fee.

(g) The fee cannot be utilized to create additional bonding capacity in an existing fee.

(h) The fee cannot be used to support services or activities that have been paid for with education and general funds.

(i) The fee should support a service or activity in which a majority of students is able to participate or from which derive a benefit.

(j) Once the Board approves a fee under this section, a university fee committee shall be established similar to other existing fee committees.

(k) The Board will act upon the budget committee recommendation at the next scheduled meeting.

(l) Every five years the university board of trustees shall review the fee to determine if the fee has met its intended outcomes and whether the fee should be increased, decreased or discontinued. The university board of trustees shall submit its findings to the Board. Any subsequent decreases or continuation in these fees are delegated to the university board of trustees, with notification to the Chancellor.

(m) If a university board of trustees' proposal is denied, within five days the university board of trustees may request reconsideration by the Board's Tuition Appeals Committee, which shall consist of the Chair of the Board and the Chair of each Board committee. The Tuition Appeals Committee will meet within ten days after the Board of Governors denial to consider a university board of trustees request for reconsideration.

(25) Pursuant to subparagraph (24), the university boards of trustees designated below are authorized to assess the following fees:

(a) Green Fee – This fee may be assessed to establish or improve the use of renewable energy technologies or energy efficiencies that lower the university's greenhouse emissions.

1. University of South Florida: up to $1.00 per credit hour
2. New College of Florida: up to $1.00 per credit hour

(b) Test Preparation Fee – at cost. This fee may be assessed to increase accessibility to test preparation courses in programs where students are expected to obtain specific preparation for a practice-based examination.

1. Florida International University

(c) Student Life and Services Fee – This fee may be assessed to expand student participation in transformational learning opportunities that build new and enhances ongoing activities which connect students to the institution.

1. University of North Florida: not to exceed 5 percent of tuition.

Authority: Section 7(d), Art. IX, Fla. Const.; History–Formerly BOR Rule 6C-7.003. Derived from 6C-2.74 and 6C-2.76, Amended and Renumbered 12-17-74, Amended 2-22-76, 6-22-76, 6-28-76, 11-1-76, 9-8-77, 2-14-79, 9-28-81, 12-7-82, 12-13-83, 10-2-84, Formerly 6C-7.03, Amended 1-8-86, 8-11-86, 12-25-86, 6-2-87, 10-17-89, 4-10-90, 1-7-91, 7-2-91, 9-15-91, 8-4-92, 11-9-92, 4-12-93, 5-30-93, 9-23-93, 8-1-94, 1-24-96, 4-16-96, 12-15-97, 8-28-00, 8-12-01, Amended and Renumbered as 7.003 9-25-08, Amended 12-10-09, 11-04-10, 9-15-11.

University New Fee Proposals

February 2011

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State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)

University: University of South Florida

Date	
University Board of Trustees approval date:	June 15, 2010
Proposed fall implementation date (year):	Fall 2011
Description	
New fee title:	Global Experience Fee - $10 flat fee per semester
Amount of new fee (per credit hour if applicable): This is a flat fee.	Resident UG (15 hrs per sem.) – 66 cents Resident Grad (12 hrs per sem.) – 83 cents
Proposed new fee as a percentage of tuition:[1]	Undergraduate - 0.39%, Grad – 0.23%

Purpose

Describe the purpose to be served or accomplished with this fee:

In accordance with the House Bill 7237 paragraph 15a, this proposal presents the rationale for creating a mandatory, fixed, new *Global Experience Fee* for students across the USF system. This initiative will allow USF to enhance the quality, relevance and impact of global education for undergraduate and graduate students and increase the number of students who have access to a global experience at a time when global interactions are critical to the future success of our graduates and to the economic success of this state. This proposal is aligned to Goals B and C and accountability measures III and VII of the Board of Governors 2005-2013 Strategic Plan, and is a core strategic priority for USF. This proposal also directly reflects the 2012-2013 Board of Governors system Goal 3 to build world class academic programs and addresses Goals 2 and 4 by preparing graduates who through a stronger global experience are better able to meet the statewide professional workforce and local community needs of a global economy.

Demonstrable Student-Based Need / Involvement

Describe the student-based need for the fee that is currently not being met through existing services, operations, or another fee:

USF needs to enhance the quality, relevance and impact of global education for undergraduate and graduate students and increase the number of students who have access to a global experience and the opportunity to enhance their worldview at a time when global interactions are critical to the future success of this state. In 2010, only 1.7 percent of USF students completed an Education Abroad experience, compared to over 4 percent at the

[1] If a student is required to pay this fee as a part of registration for a course, the fee shall not exceed 10 percent of tuition. See Regulation 7.003(23)(b).

University of Florida and at Florida State University. The opportunity to strategically target global experiences for students is not being met by other fees. International Affairs at USF has a goal of five percent of students participating in educational abroad programs by 2012; a goal that supports the USF strategic plan. Indeed, global initiatives permeate several goals of the USF strategic plan; see for example, http://www.ods.usf.edu/Plans/Strategic/goals-strategies.htm. In particular, goal two focuses on student success in, "Promoting globally competitive undergraduate, graduate and professional programs that support interdisciplinary inquiry, intellectual development, knowledge and skill acquisition, and student success through a diverse, fully- engaged, learner-centered campus environment." This fee, therefore, will greatly facilitate this initiative.

It should be noted, however, that each member institution of the USF system will have the authority to implement the fee or not. Currently, USF Tampa plans to include the fee next academic year, and USF Polytechnic in the 2012-2013 academic year, while USF St. Petersburg and USF Sarasota-Manatee have no plans to implement the fee over the next few years.

Current Global Activity: The Education Abroad Office at USF currently administers a number of programs, but these are severely limited because of lack of resources. The office is promoting approximately 45 faculty-led study abroad programs ranging from 7 days up to 10 weeks with programs carrying from 3 up to 13 credits. It is anticipated that as many as 15 programs will not succeed due to insufficient enrollment. The lack of funding available to students is a primary reason for program cancellations.

The Education Abroad office works with a number of different academic units to develop embedded study abroad programs that build upon a semester of study and is part of an on-campus course offering. In addition to the USF Faculty-led programs, USF has more than 50 student exchange relationships with leading universities throughout the world. In addition, USF encourages and promotes non-USF sponsored study abroad opportunities to our students all over the world.

Finances: The Education Abroad Office at USF in collaboration with the Foundation currently administers seven scholarships that average a total of $23,500 annually. While the College of Business and Honors College provides significant additional funding to its students studying abroad, the majority of students studying abroad have very limited access to scholarship funds. As the Education Abroad Office is a largely unfunded office, the only way to generate additional scholarships is to charge higher program costs and to generate additional alumni giving. As USF has sent a relatively low number of students abroad, there is a limited base from which the USF Foundation can raise funds, particularly during the recent economic turndown.

Only one major currently mandates undergraduates to study abroad (International Business). However, there is a move to increase the number of majors and programs that require a study abroad experience. Obviously, adequate funding needs to be in place in order to support students in these majors.

Socioeconomics of the student body appears to play a role in access to education abroad programs. For instance, almost thirty percent of USF's students are Pell eligible and generally lack the financial support needed for education abroad, which is currently the predominant means for obtaining global experience. This compares with much lower figures for the University of Florida (24 percent) and Florida State University (20 percent). Additional comparisons with our peer institutions (see "Other Information") show similar disparities, which clearly place USF students at a competitive disadvantage for international opportunities by virtue of their socio-economic profiles. In short, a smaller proportion of USF students can afford to take advantage of the international programs.

It is important to note that studies show positive correlations between studying abroad and students' mean GPA and with graduation rates. A 10-year examination of the impact of study abroad, conducted by Georgia State University System, showed a pronounced impact on students' GPA particularly on students with the lowest entering SAT scores. Furthermore, in this study, graduation rates of African-American students with an international experience were 31 percent higher than those in the control group who did not have an international experience. Similarly, a public opinion survey, undertaken by the NAFSA: The Association of International Educators in 2010, looked at educating students for success in the global economy, and found very high responses in support global education and study abroad.

Thus, not only will the Global Experience Fee help to achieve the University's Strategic Plan to have 5 percent of the undergraduate students study abroad, but it will also aid in a key goal to ensure student success and employment opportunities.

Describe the process used to assure substantial student input or involvement:

After discussion and drafting the fee was discussed and approved by the Executive Management Council of the University of South Florida. At that time the proposal was also discussed with the President of the USF Student Government Association. Subsequently, on May 20, 2010, the USF Board of Trustees Finance and Audit workgroup approved the fee and it was placed on the USF Board of Trustee consent agenda for the scheduled June 2010 meeting. At the June 15, 2010 USF Board of Trustee meeting, the USF Board of Trustees formally approved the new Global Experience Fee.

State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)

The University has continued its ongoing efforts to inform and engage the USF community through discussions with the USF Student Government Association including a sample survey of USF Students. The adoption of the fee by two campuses but not by the others reflects the differing missions of the four member institutions of the USF system.

Student Impact

Explain the financial impact of the fee on students, including those with financial need:

With the increase in need-based students at USF, this *Global Experience Fee* proposal of a flat fee of $10 per student per semester would offer a level of funding for global initiatives presently unavailable through existing university resources. This flat, mandatory fee is financial aid eligible and represents $20 a year for resident undergraduates studying fall and spring ($30 if they also study during the summer). Those students are presently paying $5,124 in tuition and fees for 30 hours credit (0.39 percent) and for resident graduate students studying 24 hours who pay $8,777 (0.23 percent)

Although this fee represents a fraction of 1 percent of the students' tuition and fees, the impact of this modest fee will be extremely beneficial as there would now be a consistent source of revenue to enhance the global curricula experience for all students at USF, and a large number of students wishing to study abroad. The university wishes the fee structure to reflect the growing emphasis on global education at USF. The university has managed in the past to promote global education but at a time of diminishing resources the university wishes to enhance and extend our internationalization for students through strategies designed to allow *all* our students access to global experiences.

All students will have the opportunity to benefit from this fee; just like all other fees (e.g. athletics, financial aid, health etc.) all students will pay but not all may elect to take advantage of the international experience. The university's goal, though, is to increase international opportunities for all students at USF with at least five percent of students studying abroad by 2012. This is an integral part of USF's Strategic Plan. The actual distribution of revenues among graduate and undergraduate students will be determined with student input.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the new fee:

There are a number of safeguards in place to assure the student body that this fee is used entirely to enhance student access to the global curriculum at USF:

- The *Global Experience Fee* proposal guidelines will be implemented by each member institution in the USF system so that each campus retains the autonomy to determine when to charge the fee and the manner in which any revenues are expended consistent with guidelines established for the USF System. This will allow the fee to reflect the

distinct mission of each member institution in the USF system. USF Tampa will implement the fee next year, and USF Polytechnic in 2012; USF St. Petersburg and USF Sarasota-Manatee have no plans at present to implement the fee.

- The *Global Experience Fee* proposal requires that each member institution will create a committee with student and faculty representation to decide how revenues are allocated. The revenue from these fees must provide scholarships or other financial assistance for students traveling abroad for academic, research and service related academic programs and/or to support global activities, programs and events, and to promote new international academic programming.
- There is no plan to change the fee at this time. Any recommended increases to the Global Experience Fee would need to be approved by the USF Board of Trustees, and the Board of Governors, if required.

Revenues / Expenditures	
Annual estimated revenue to be collected:	$1,038,190 (based on 2010-2011 estimates)

Describe the service or operation to be implemented and estimated expenditures (attach operating budget expenditure form).

As the Global Experience Fee is a flat fee for each student, revenues would be distributed on a per capita basis.

Expenditures of the projected revenues for 2010-11 of $1,038,190 will be decided by a USF Tampa student/faculty committee– see restrictions and limitations above - but a possible example of how revenues could be expended might include the following initiatives among others:

- $550,000 - Scholarships or other financial assistance for students traveling abroad on academic programs or involved in cultural exchange (e.g. service learning projects)
- $120,000 - Support for students involved in unfunded international field /clinical experience.
- $120,000 - Stipends for students involved in community engagement and service-learning abroad or in international student leadership.
- $100,000 - Stipends to promote the development of new or enhanced interdisciplinary global curricula
- $100,000 - Fellowships for graduate student global research fellowships and for students in the Global Scholars Program
- $80,000 -Exchange student stipends to build stronger links to Global Academic Partners
- $50,000 - Global Lecture Series and invitations to campus for visiting scholars / cultural ambassadors.

State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)

Accountability Measures
Indicate how the university will monitor the success of the new fee. Provide specific performance metrics that will be used. The effectiveness of these initiatives in enhancing students' global preparedness will be measured through comprehensive student surveys completed annually. These surveys will be designed to establish the progress being made in the global curriculum, the scope and sequence of global academic experiences, and areas where students would value from new or greater emphasis. We will also seek a direct measure of student learning, (e.g., the Cross Cultural Adaptability Inventory) as a measure of global perspective in the General Education program at USF. We will expect a significant increased enrollment in Education Abroad and other international travel statistics, and evidence through assessment of work produced by students that the global experience is contributing to their worldview and influencing their knowledge base. Evaluation will include: • An annual attitudinal survey designed to assess the students' perspectives of the global curricula, their worldview, and the scope of their experiences. • Evidence of increasing undergraduate and graduate Education Abroad programs offered annually, and documentation of the increasing number and size of scholarships utilized by students. • Analysis of the percentage of students involved in Education abroad programs and an assessment of the impact of the experience on students. • Evidence of a developing global curricula such as an increase in the number of, and scholarships available for, international field/clinical experiences for students designed as part of their program, and the students' reflections on the benefits of the experience • The effects of financial support for more international graduate student research such as the development of international collaborative research, additional external funding
Other Information
In comparison with peer institutions, USF has a high number of Pell eligible students and a relatively low number of students studying abroad. This puts USF students at a competitive disadvantage. The attached charts show how USF compares with public AAU institutions and other research-based universities.

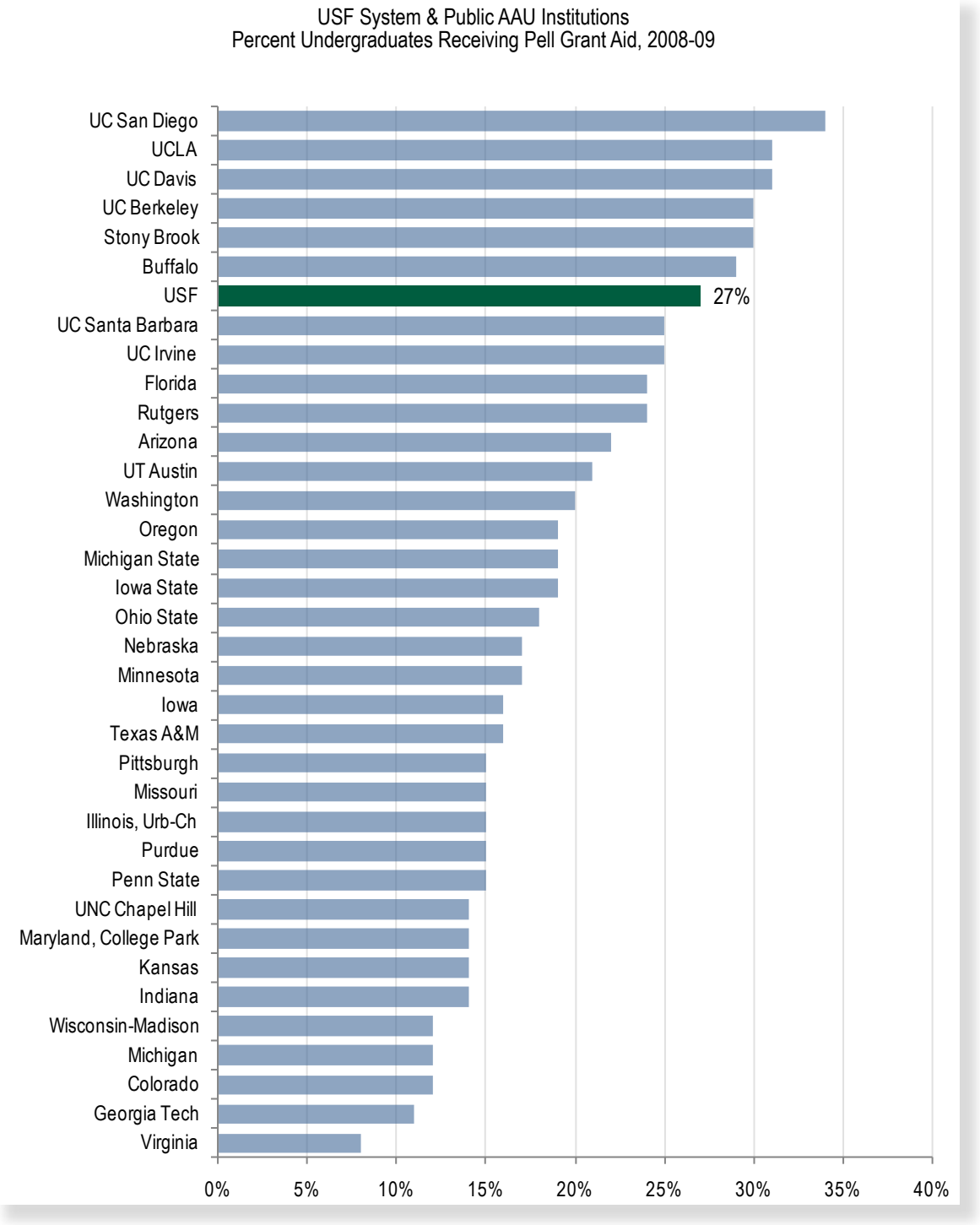
PERCENT UNDERGRADUATES RECEIVING PELL GRANT AID

Definition:
This variable reflects percent of undergraduate students receiving Pell grant aid; based on data provided in the IPEDS Student Financial Aid component. The Pell Grant program is a federal program which provides grant assistance to eligible undergraduate postsecondary students with demonstrated financial need to help meet education expenses. This variable has recently been added to the IPEDS database, one year is currently available.

Source:
IPEDS

Type:
USF

USF System includes all member institutions (USF, USF St. Petersburg, USF Sarasota-Manatee, USF Polytechnic).
USF refers to the campus located in Tampa which includes USF Health and the College of Marine Science.



PUBLIC AAUs
Georgia Institute of Technology
Indiana University
Iowa State University
Michigan State University
The Ohio State University
Pennsylvania State University
Purdue University
Rutgers University
Stony Brook University
Texas A&M University
University at Buffalo
University of Arizona
University of California, Davis
University of California, Berkeley
University of California, Irvine
University of California, Los Angeles
University of California, San Diego
University of California, Santa Barbara
University of Colorado at Boulder
University of Florida
University Illinois, Urbana-Champaign
University of Iowa
University of Kansas
University of Maryland, College Park
University of Michigan
University of Minnesota, Twin Cities
University of Missouri, Columbia
University of Nebraska, Lincoln
University of North Carolina, Chapel Hill
University of Oregon
University of Pittsburgh
University of Texas, Austin
University of Virginia
University of Washington
University of Wisconsin-Madison

AAU PROSPECTS
Arizona State University
Colorado State University
North Carolina State University
University of Alabama, Birmingham
University of Cincinnati
University of Georgia
University of Illinois, Chicago
University of Utah
Virginia Polytechnic Institute and State University

NATIONAL PEERS
North Carolina State University
Rutgers University*
Stony Brook University*
University at Buffalo*
University of Alabama, Birmingham
University of California, Irvine*
University of Cincinnati
University of Illinois, Chicago

FLORIDA RESEARCH UNIVERSITIES
Florida Atlantic University
Florida International University
Florida State University
University of Central Florida
University of Florida*
University of Miami

*AAU member

USF STRATEGIC PERFORMANCE METRICS

INPUT/OUTPUT MEASURES

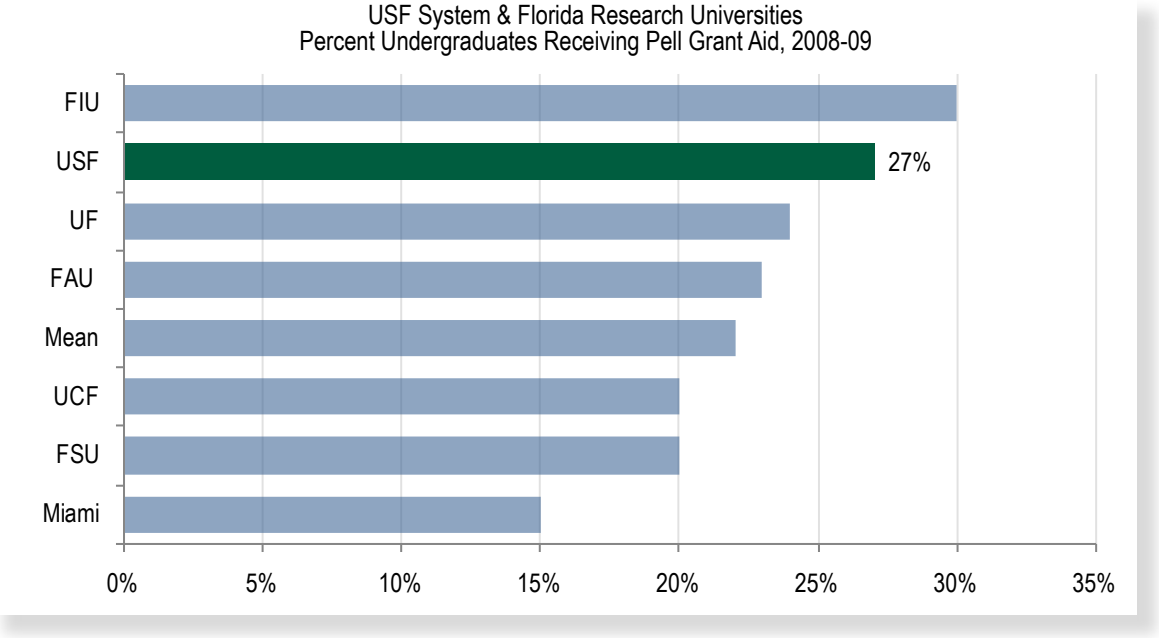
Infrastructure Measures
Total University Expenditures
Total Expenditures per FTE
Tuition & Fees
Tuition & Fee Revenue per FTE
State Appropriations
State Appropriations per FTE
Annual Giving
Endowment
Endowment per FTE

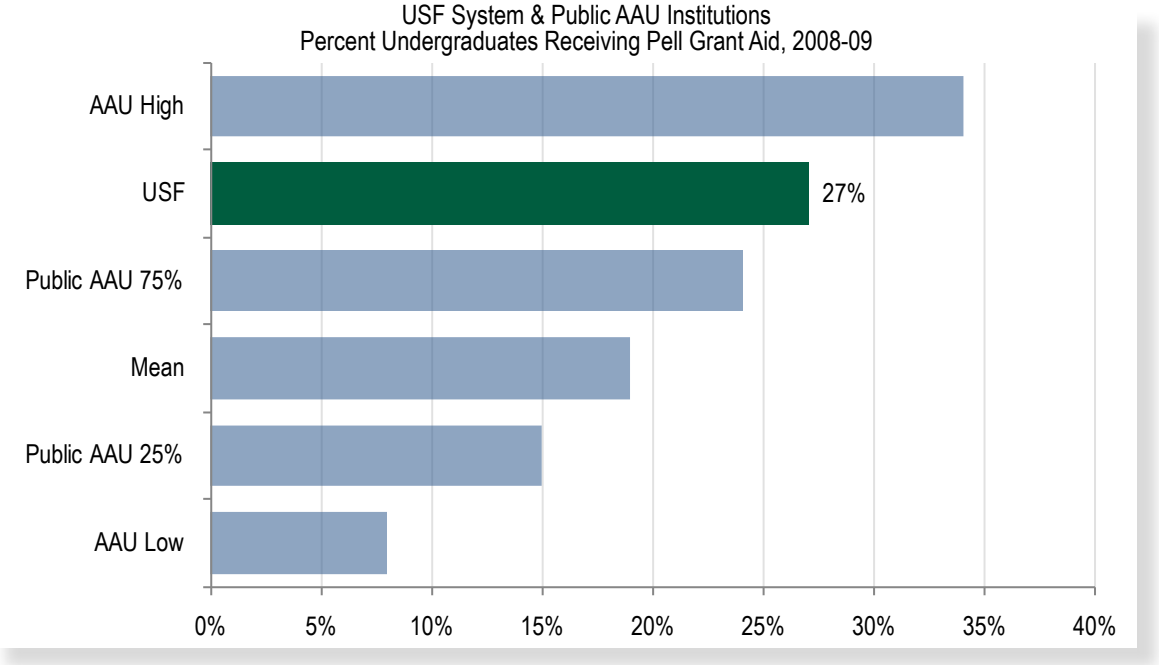
Student Measures
Total Student Headcount
Total Student FTE
Graduate Student Headcount
Doctorates Awarded **
FTIC Student Enrollment
National Merit Scholars
Percent Undergraduates Receiving Pell Grant Aid
Percent of Classes with Fewer than 20 Students
Percent of Classes with 50 or More Students
Freshman Retention Rates
Six Year Graduation Rate for First Time in College Students
International Students
% International Students
Students Studying Abroad
% Students Studying Abroad
Student-to-Faculty Ratio

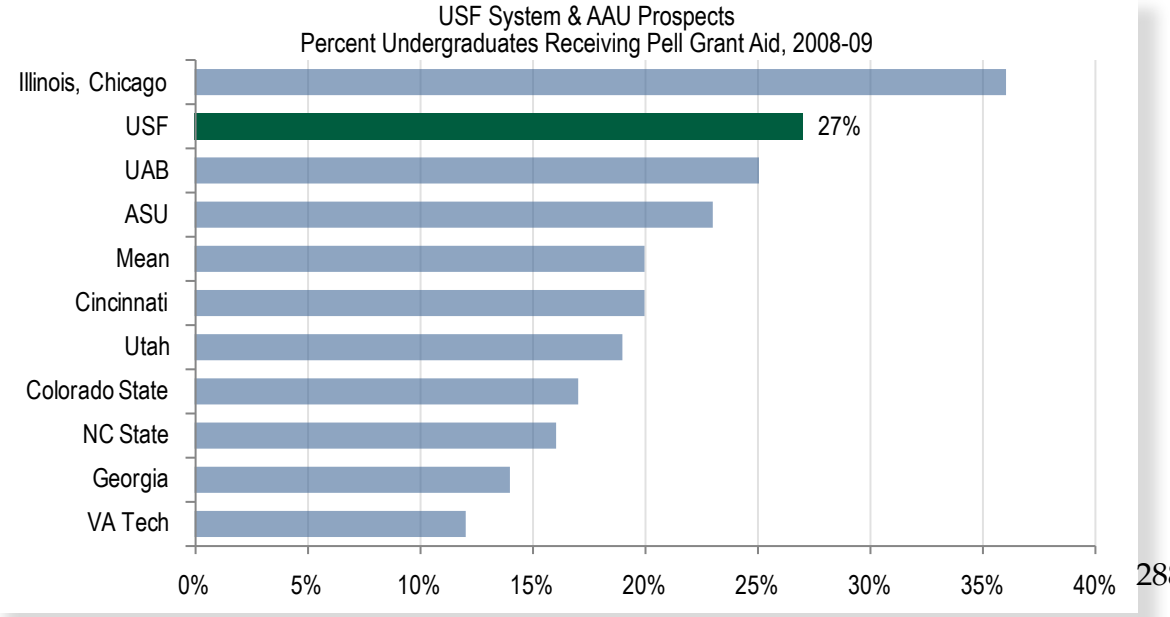
Faculty Measures
Tenured / Tenure Track Faculty
Full-Time Instructional Staff
Faculty Awards *
National Academy Members *
Citation Impact *
Total Research Expenditures per Tenured / Tenure Track Faculty
Full Professors Avg. Salary
Associate Professors Avg. Salary
Assistant Professors Avg. Salary

Research Measures
NSF Total Research Expenditures
AAU Federal Research Expenditures *
NSF Non-Federal Research Expenditures
Research Performance Index
Postdoctoral Appointees **
Non-Faculty Researchers with Doctorates
Invention Disclosures Received
Total Patents Issued
Licenses/Options Executed
Cumulative Active Licenses
License Income Received
Startups Initiated

* AAU Indicator - Phase I
** AAU Indicator - Phase II







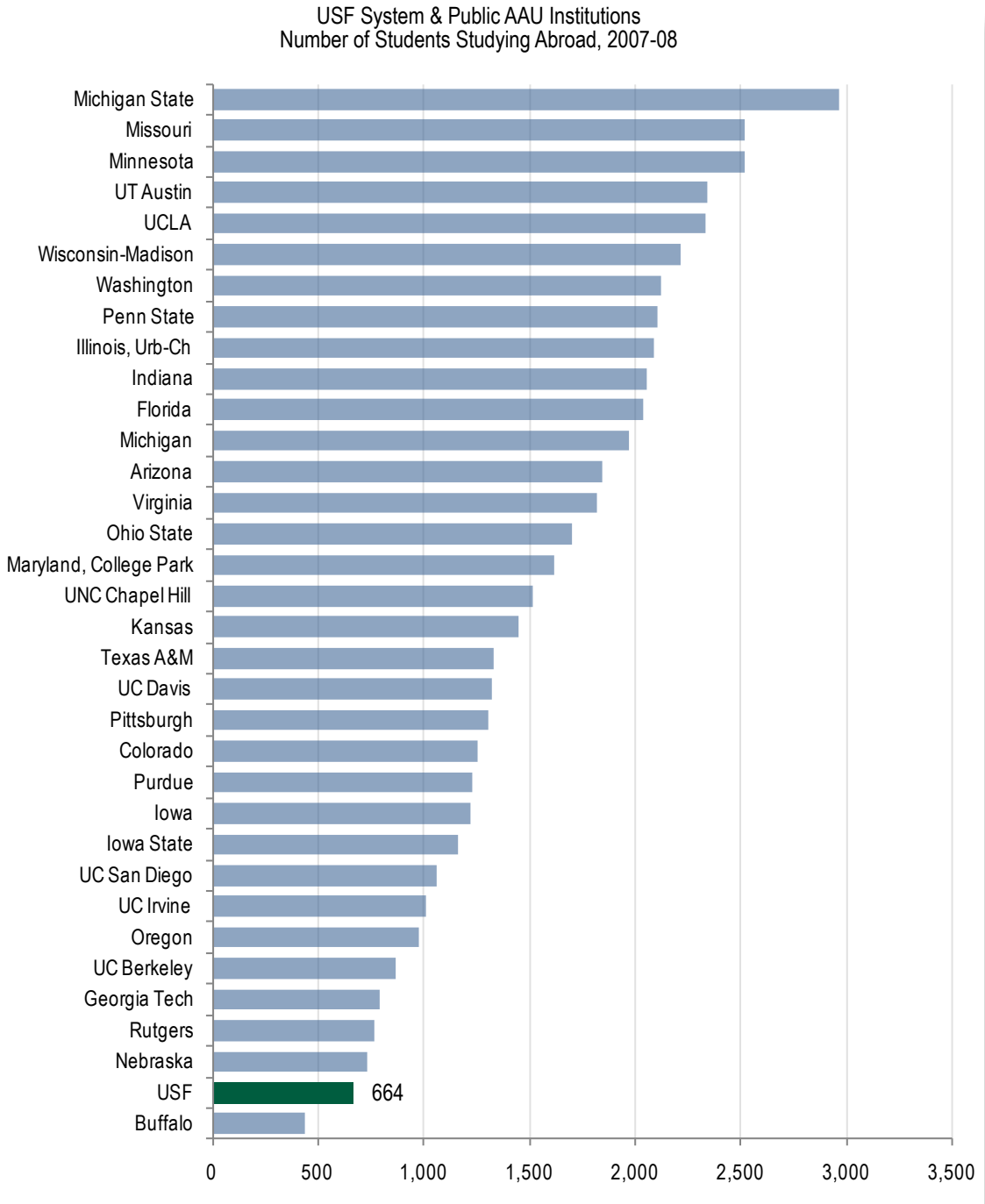
STUDENTS STUDYING ABROAD

Definition:
This variable reflects the number of students studying abroad as reported by the Institute of International Education (IIE), Open Doors Report on Internaitonal Educational Exchange.

Source:
IIE, Open Doors

Type:
USF

USF System includes all member institutions (USF, USF St. Petersburg, USF Sarasota-Manatee, USF Polytechnic).
USF refers to the campus located in Tampa which includes USF Health and the College of Marine Science.



Note: Data for Stony Brook and UC Santa Barbara not reported for current year.

PUBLIC AAUs
Georgia Institute of Technology
Indiana University
Iowa State University
Michigan State University
The Ohio State University
Pennsylvania State University
Purdue University
Rutgers University
Stony Brook University
Texas A&M University
University at Buffalo
University of Arizona
University of California, Davis
University of California, Berkeley
University of California, Irvine
University of California, Los Angeles
University of California, San Diego
University of California, Santa Barbara
University of Colorado at Boulder
University of Florida
University Illinois, Urbana-Champaign
University of Iowa
University of Kansas
University of Maryland, College Park
University of Michigan
University of Minnesota, Twin Cities
University of Missouri, Columbia
University of Nebraska, Lincoln
University of North Carolina, Chapel Hill
University of Oregon
University of Pittsburgh
University of Texas, Austin
University of Virginia
University of Washington
University of Wisconsin-Madison

AAU PROSPECTS
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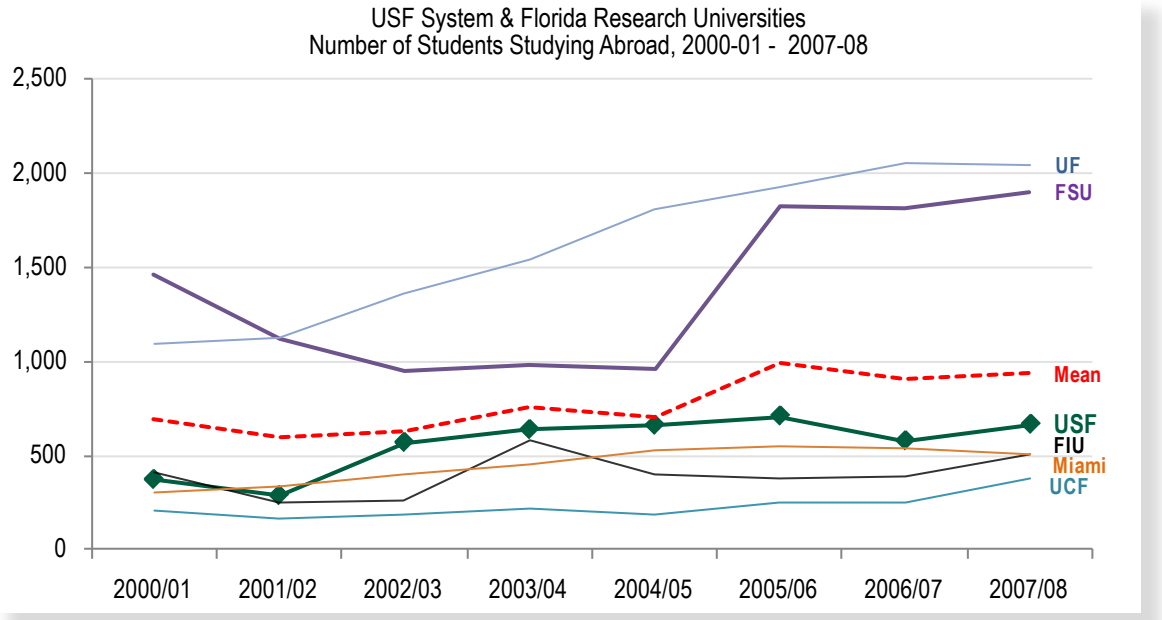
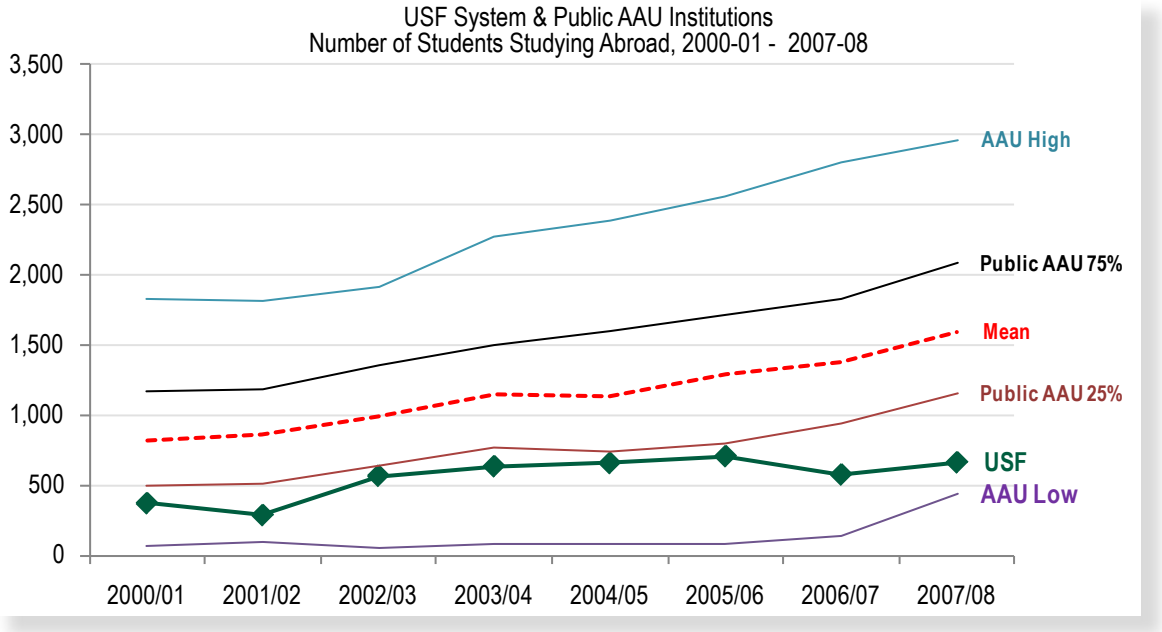
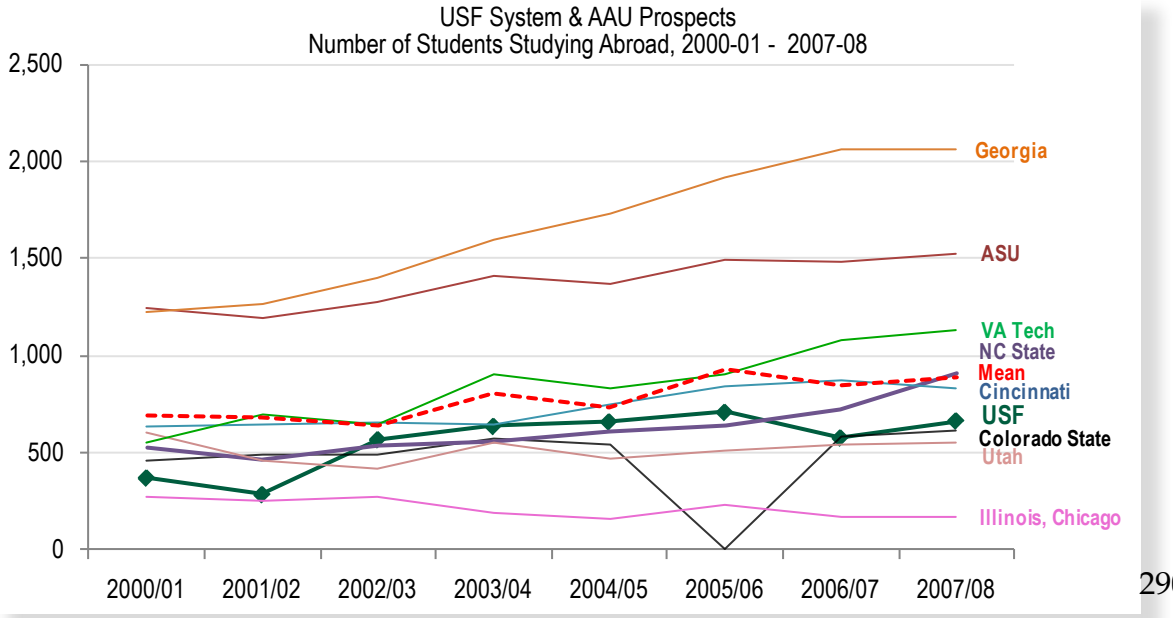
Florida International University
Florida State University
University of Central Florida
University of Florida*
University of Miami

*AAU member



Note: FAU data not reported consistently; data not displayed





Note: UAB data not reported consistently; data not displayed

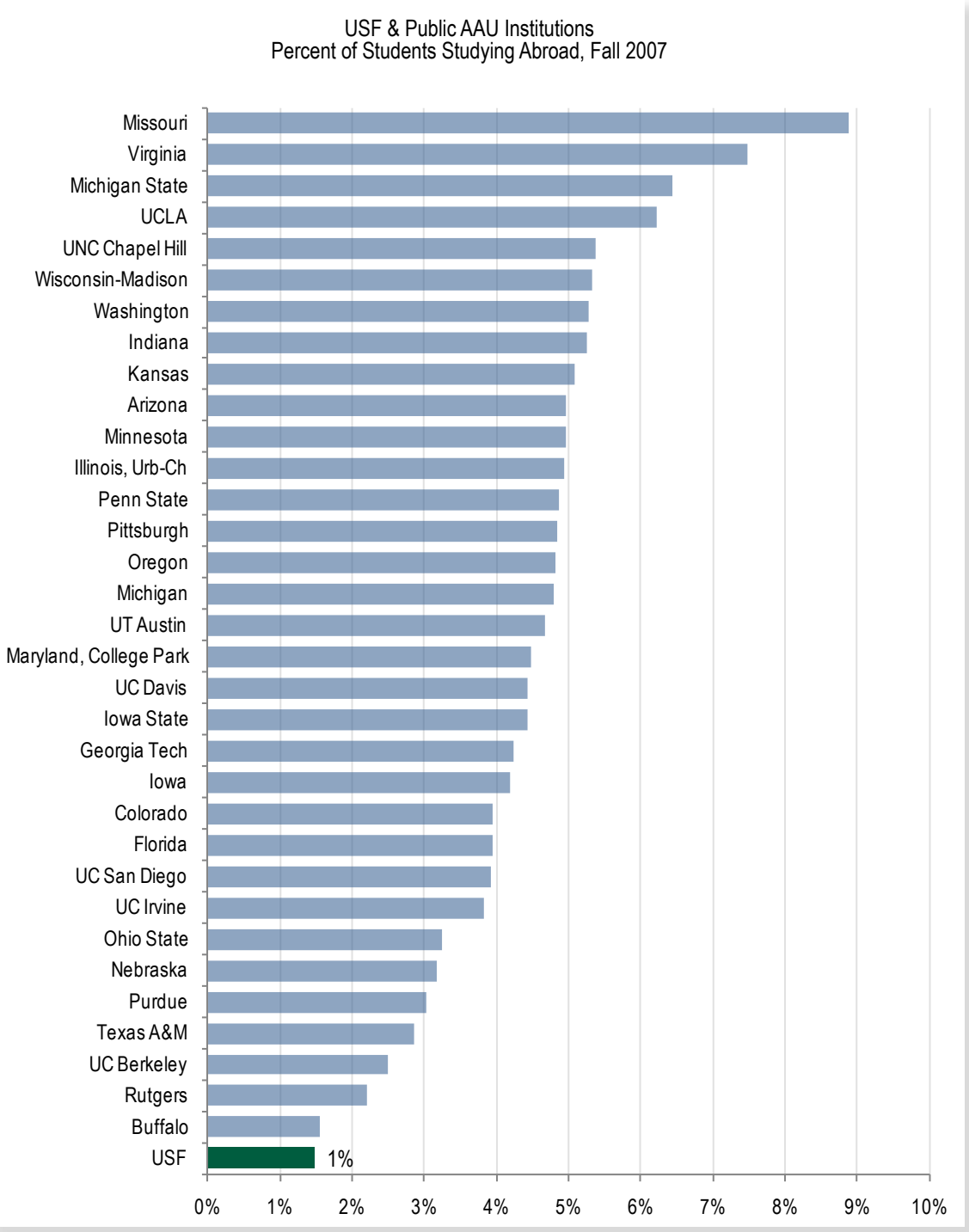
PERCENT STUDENTS STUDYING ABROAD

Definition:
This variable reflects the percent of students enrolled in a study abroad program as reported by the Institute of International Education (IIE), Open Doors Report on Internaitonal Educational Exchange.

Source:
IPEDS

Type:
USF

USF System includes all member institutions (USF, USF St. Petersburg, USF Sarasota-Manatee, USF Polytechnic).
USF refers to the campus located in Tampa which includes USF Health and the College of Marine Science.



Note: Data not available for Stony Brook and UC Santa Barbara, Fall 2007.

PUBLIC AAUs
Georgia Institute of Technology
Indiana University
Iowa State University
Michigan State University
The Ohio State University
Pennsylvania State University
Purdue University
Rutgers University
Stony Brook University
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University at Buffalo
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University of California, Davis
University of California, Berkeley
University of California, Irvine
University of California, Los Angeles
University of California, San Diego
University of California, Santa Barbara
University of Colorado at Boulder
University of Florida
University Illinois, Urbana-Champaign
University of Iowa
University of Kansas
University of Maryland, College Park
University of Michigan
University of Minnesota, Twin Cities
University of Missouri, Columbia
University of Nebraska, Lincoln
University of North Carolina, Chapel Hill
University of Oregon
University of Pittsburgh
University of Texas, Austin
University of Virginia
University of Washington
University of Wisconsin-Madison

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Florida Atlantic University
Florida International University
Florida State University
University of Central Florida
University of Florida*
University of Miami

*AAU member

USF STRATEGIC PERFORMANCE METRICS

INPUT/OUTPUT MEASURES

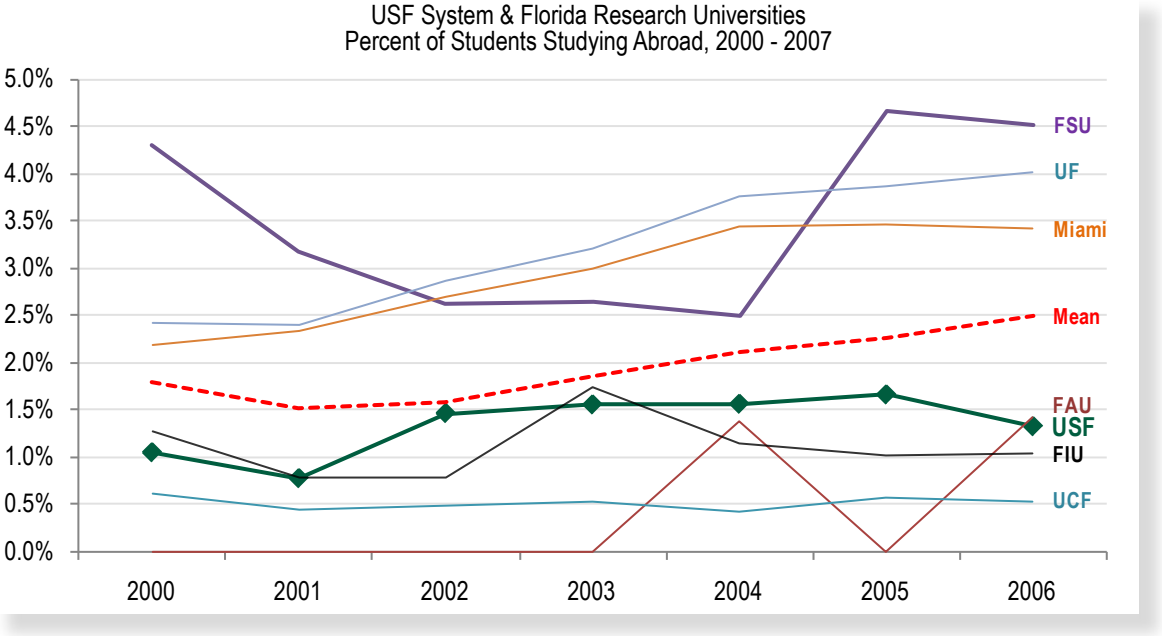
Infrastructure Measures
Total University Expenditures
Total Expenditures per FTE
Tuition & Fees
Tuition & Fee Revenue per FTE
State Appropriations
State Appropriations per FTE
Annual Giving
Endowment
Endowment per FTE

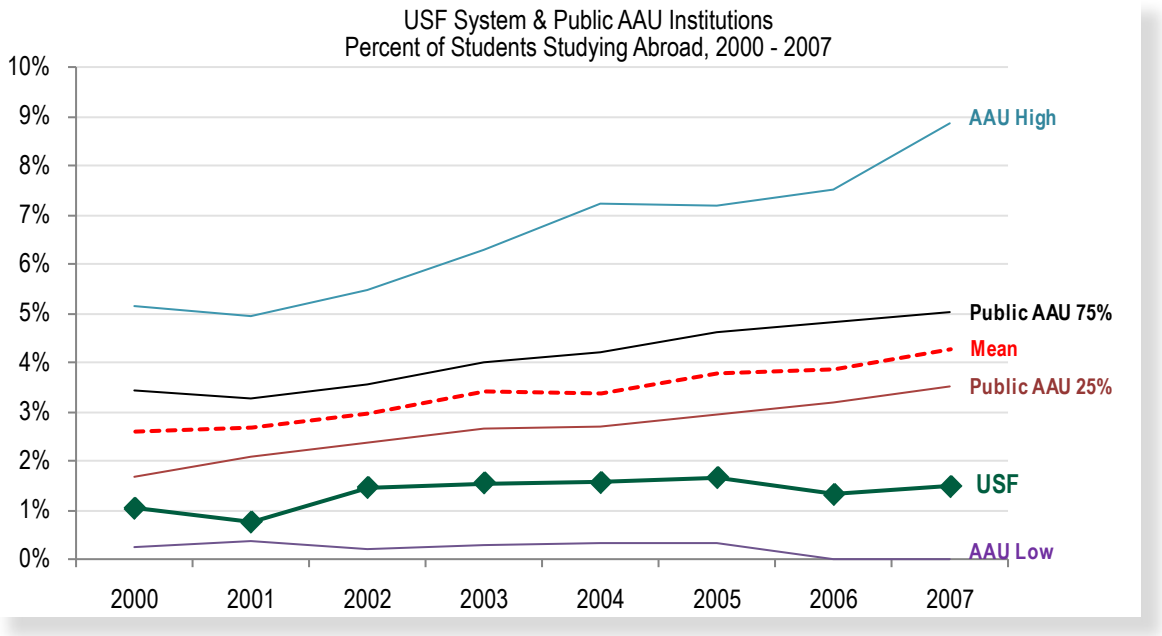
Student Measures
Total Student Headcount
Total Student FTE
Graduate Student Headcount
Doctorates Awarded **
FTIC Student Enrollment
National Merit Scholars
Percent Undergraduates Receiving Pell Grant Aid
Percent of Classes with Fewer than 20 Students
Percent of Classes with 50 or More Students
Freshman Retention Rates
Six Year Graduation Rate for First Time in College Students
International Students
% International Students
Students Studying Abroad
% Students Studying Abroad
Student-to-Faculty Ratio

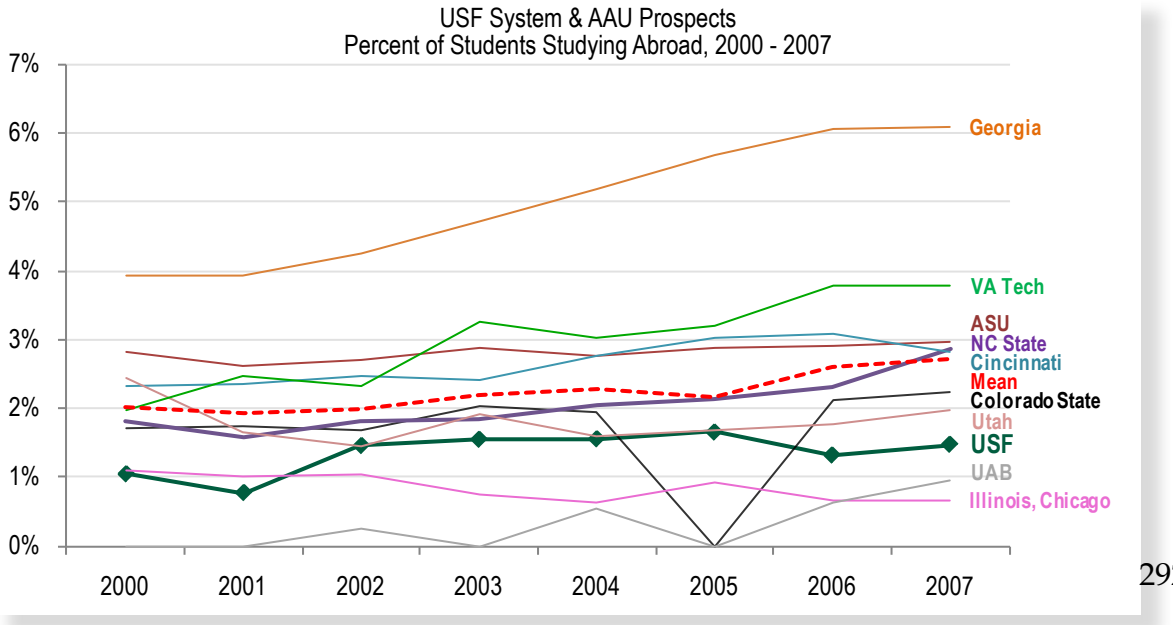
Faculty Measures
Tenured / Tenure Track Faculty
Full-Time Instructional Staff
Faculty Awards *
National Academy Members *
Citation Impact *
Total Research Expenditures per Tenured / Tenure Track Faculty
Full Professors Avg. Salary
Associate Professors Avg. Salary
Assistant Professors Avg. Salary

Research Measures
NSF Total Research Expenditures
AAU Federal Research Expenditures *
NSF Non-Federal Research Expenditures
Research Performance Index
Postdoctoral Appointees **
Non-Faculty Researchers with Doctorates
Invention Disclosures Received
Total Patents Issued
Licenses/Options Executed
Cumulative Active Licenses
License Income Received
Startups Initiated

* AAU Indicator - Phase I
** AAU Indicator - Phase II







STATE UNIVERSITY SYSTEM OF FLORIDA
Statement of Revenues, Expenditures, and Available Balances
University: University of South Florida
Fiscal Year 2010-2011 and 2011-12

Fee Title: Global Experience Fee*

	[2]Estimated Actual 2010-11	Estimated 2011-12
Balance Forward from Prior Periods		
Balance Forward	$ -	None
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	$ -	None
Receipts / Revenues		
Fee Collections	$ -	1,038,190
Interest Revenue - Current Year	-	
Interest Revenue - From Carryforward Ba	-	-
Total Receipts / Revenues:	$ -	$ 1,038,190
Expenditures		
Salaries & Benefits	$ -	$ -
Other Personal Services	-	-
Expenses	-	1,038,190
Operating Capital Outlay	-	-
Student Financial Assistance	-	-
Expended From Carryforward Balance	-	-
[1]Other Category Expenditures:	-	
Total Expenditures:	$ -	$ 1,038,190
Ending Balance Available:	$ -	None

[1]Provide details for "Other Categories" used.
[2]Column not needed if a request for a new fee.
To be attached to new or increased fee requests or block tuition proposals.
For block tuition proposals only the incremental revenue should be reported.

*These data include only the University of South Florida Tampa Campus at this time. The other campuses have elected not to implement the fee this year.

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State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)

University: University of South Florida

Date	
University Board of Trustees approval date:	
Proposed fall implementation date (year):	2011-2012
Description	
New fee title:	Student Green Energy Fund
Amount of new fee (per credit hour if applicable):	Resident UG: a maximum of $1.00 per credit hour in the first year Resident Grad: a maximum of $1.00 per credit hour in the first year
Proposed new fee as a percentage of tuition:[1]	Undergraduate Resident Per Credit Hour: 0.58% Grad Resident Per Credit Hour: 0.27%

Purpose

Describe the purpose to be served or accomplished with this fee:

The Student Green Energy Fee is a nominal fee, (a maximum of $1.00 in its first year,) that would be used to reduce energy costs and lower greenhouse gas emissions at the University of South Florida (USF). The Student Green Energy Fee will be expended only for establishing or improving the use of renewable energy technologies or energy efficiencies that directly lower the university's greenhouse gas emissions, waste, or energy costs. At USF, the revenue generated from a Student Green Energy Fee could be used to fulfill the targets set forth by the American College and University Presidents' Climate Commitment (ACUPCC) signed by University System President Judy Genshaft in 2008.

The intent of the proposed fee aligns with the intentions of the strategic plan for the Board of Governors by helping fulfill some of the Mission Statement as well as the goals outlined in the plan. The Mission Statement includes a section about the importance of promoting technological development. Such a fee helps promote technological development by investing in new and innovative technologies to help the University conserve energy and reduce costs. These proposals also encourage collaboration among departments, thus supporting the goal of increased integrated, interdisciplinary co-operation. The proposed fee will help USF meet its goal of increased fiscal self-sufficiency through monetary savings from reduced energy costs.

Demonstrable Student-Based Need / Involvement

Describe the student-based need for the fee that is currently not being met through existing services, operations, or another fee:

The campaign for a Student Green Energy Fee in Florida was first organized by students at the University of Florida in the 2006-2007 academic year. Since then, students across the State University System of Florida have been working to advocate for a Student Green Energy Fund at their campuses.

At the University of South Florida the work toward this initiative has been going on since 2008. The necessity of this initiative became apparent with the signing of the American College and University Presidents' Climate Commitment (ACUPCC) by President Judy Genshaft in 2008 which specifies the identification of steps for the reduction of greenhouse gas emissions on campus.

The ACUPCC obligates USF-Tampa to conduct an annual greenhouse gas emissions inventory and develop a long-term Climate Action Plan (CAP) to reduce and, eventually, eliminate greenhouse gas emissions from the Tampa campus operations and infrastructure. In 2009, the USF Office of Sustainability was established to oversee these requirements. Since then, the Office has created a greenhouse gas inventory (baseline AY 2007-2008) and a CAP. One of the major sources of greenhouse gas emissions identified by the CAP was energy consumption by the University. From this assessment, the CAP recommends how energy consumption can be reduced so as to lower greenhouse gas emissions and energy costs. In the CAP for USF, The Office of Sustainability has identified that the main barrier to implementing the proposed energy projects is the cost of these initiatives. A Student Green Energy Fee would provide the initial investment necessary to pay for these projects. More specifically, for energy conservation projects recommended in the CAP, most require capital outlay to fund first cost aspects of these projects. After this outlay, these initiatives do not require continual investment from recurring operations costs. Thus, the resulting energy savings from these measures have the potential for a very high return on investment. Such projects would also allow USF to work towards meeting the goals outlined in the ACUPCC while reducing the burden of energy costs for the University.

Possible projects that could be implemented include:

- Sunscreens on southern window exposures
- Renovations to seek LEED certification for existing buildings on campus
- Install windows in buildings with a high solar heat gain coefficient (SHGC)
- Install sensors to adjust lighting and heating/cooling in buildings depending upon outdoor conditions
- Solar trees on the top of parking garages (providing shade and energy)
- Energy efficient roofs on buildings with high levels of insulation and reflectivity (through a variety of materials)

Since the beginning of this campaign, students at USF Tampa have conducted two non-binding student referenda (in Spring 2009 and Fall 2010) to gauge student support. Both of these passed with a majority of students being in favor of a Student Green Energy Fund at USF. The most recent referendum in Fall 2010 was placed on the ballot through the collection of over 950 student petition signatures requesting for a referendum on the Student Green Energy Fund. Students then were able to vote in the referendum election, and endorsed the initiative by 69%. USF St. Petersburg students have also been advocating for a Student Green Energy Fund. The non-binding student referendum at USF Saint Petersburg was endorsed by 77% of students participating in the election. USF Polytechnic and Sarasota-Manatee are also being approached about the initiative to gain their support.

State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)

Describe the process used to assure substantial student input or involvement:

(A) Each University Board of Trustees may establish a Student Green Energy Fee to be paid by all students if the fee is approved by the student body of the university that seeks to establish the fee. In order to establish the fee, a referendum of the university's student body must be called by the student legislative body and conducted by the Student Government. The referendum must include the proposed amount of the fee and an explanation of its purpose. (USF has already conducted two non-binding referenda in 2009 and 2010, both of which were endorsed by the majority of students, with the most recent referendum passing by 69%.) A University's Board of Trustees may not establish the fee without the approval of a majority of the students participating in the referendum.

(B) A Student Green Energy Fee established under this section may not exceed $1 per credit hour during its first year of implementation. The initial amount of the fee must be in accordance with the referendum described in paragraph (A) and may be changed only if approved by a referendum of the university's student body called for by the student legislative body and conducted by the Student Government. The fee shall not be included in any award under the Florida Bright Futures Scholarship Program established pursuant to ss. 1009.53-1009.538.

(C) The Student Green Energy Fee will be expended only for establishing or improving the use of renewable energy technologies or energy efficiencies that directly lower the university's greenhouse gas emissions, waste, or energy costs. The money generated by each campus is to remain within that individual campus. A fee committee will be established at each University of South Florida campus that votes to enact the fee. This committee will make recommendations to the University System President, or her delegate, and the University Board of Trustees regarding how the revenue from the fee is to be spent and any subsequent changes to the fee. At least one-half of the committee must be students appointed by the Student Body President. The remainder of the committee shall be appointed by the University System President, or her delegate. A chair, appointed jointly by the University System President, or her delegate, and the Student Body President, shall vote only in the case of a tie.

(D) After the Student Green Energy Fee is implemented for 3 years, the University's Student Government will conduct a referendum to assess the student body's interest in continuing the fee. If a majority of students participating in the referendum votes to discontinue the fee, the fee will not be collected, and any remaining revenue will be dispensed by the renewable energy fee committee within two fiscal years after the referendum. The University may reestablish the fee as provided in paragraph (A) no sooner than one year after the referendum discontinuing the fee.

State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)

Student Impact

Explain the financial impact of the fee on students, including those with financial need:

While this is a fee being added to student's tuition, it is nominal in comparison to the tuition that students currently pay per semester. This fee will have minimal impact on students financially. For a student enrolled in 12 credit hours per semester, and six credit hours in the summer, the high end yearly cost would be $30. Per credit hour this is only 0.58% of a resident undergraduate's per credit hour tuition. It is covered by financial aid and would not be included in the Florida Bright Futures Scholarship Program, thus not burdening the budget for this program.

The projects generated through this fee would have numerous benefits for students. Campus wide, this fee has the potential to generate necessary revenue. This fund would allow USF to make significant investments in campus sustainability through energy projects. The added benefit of this is that these investments would help situate USF as a regional and national leader in campus sustainability. The sustainability of a university is now a factor that students consider when choosing a university to attend. These improvements would help USF attract new types of students, and in turn, diversify its student body.

A Student Green Energy Fee at USF would also contribute to a culture of sustainability on campus. This fee would create a sense of empowerment among students because of their tangible impact on campus through these energy projects. All projects funded by the Student Green Energy Fund would include an informational plaque to explain how the project works, its costs and benefits, and how it was funded. This would allow students to see the physical implementation of the money generated from the fee, and cultivate a sense of real world change at USF.

An added benefit is that projects would help students become better equipped for entering the workforce after graduation. Sustainability is now being integrated into the everyday vernacular of many jobs and careers. A Student Green Energy Fee, and the projects resulting from it, would help to incorporate sustainability into the USF experience. Students would then graduate from a university with a legacy for sustainability, and be more sufficiently prepared to become part of this new type of workforce.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the new fee:

This fee has numerous restrictions that would help to ensure responsible use of funds generated. The Student Green Energy Fee will be expended only for establishing or improving the use of renewable energy technologies or energy efficiencies that directly lower the university's greenhouse gas emissions, waste, or energy costs. A fee committee shall be established at each University of South Florida campus with a Student Green Energy Fee to make recommendations to the University President, or her delegate, and the University Board of Trustees regarding how the revenue from the fee is to be spent and any subsequent changes to the fee. The committee will report annually to the BOT expenditures and activities. At least one-half of the committee must be students appointed by the Student Body President. The remainder of the committee shall be appointed by the University System

President, or her delegate. A chair, appointed jointly by the University System President, or her delegate, and the Student Body President, shall vote only in the case of a tie.

Any person or entity bringing a proposal to the fee committee would be encouraged to seek grants and matching funds. Projects should be considered based on return on investment, energy savings, visibility, and degree of innovation. We suggest a phased approach to the projects supported by the fee, starting with energy efficiency projects that have a high return on investment, and later working up to large renewable energy projects.

Any changes to the fee must be approved by a majority of students voting in a referendum election. Every three years the fee would sunset, thus giving students the opportunity to vote on retaining the fee at USF. This allows the traditional four-year student to vote on the fee while he or she is at USF.

Revenues / Expenditures	
Annual estimated revenue to be collected:	USF Tampa- $978,990 USF St. Petersburg- $112,209

Describe the service or operation to be implemented and estimated expenditures (attach operating budget expenditure form).

This proposed fee would lead to projects that establish or improve the use of renewable energy technologies or energy efficiencies that directly lower the university's greenhouse gas emissions, waste, or energy costs. This could be initiatives including but not limited to: energy efficiency measures for older buildings, a waste to energy digester and renewable energy production on campus. The projects to be implemented would be chosen by the fee steering committee, with expenditure varying depending upon the project being implemented. Each individual campus with the fee would establish a steering committee to determine which projects will be implemented on that particular campus. Some projects that USF Tampa is already considering include:

- Sunscreens on southern window exposures
- Renovations to seek LEED certification for existing buildings on campus
- Install windows in buildings with a high solar heat gain coefficient (SHGC)
- Install sensors to adjust lighting and heating/cooling in buildings depending upon outdoor conditions
- Solar trees on the top of parking garages (providing shade and energy)
- Energy efficient roofs on buildings with high levels of insulation and reflectivity (through a variety of materials)

State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)

Accountability Measures

Indicate how the university will monitor the success of the new fee. Provide specific performance metrics that will be used.

USF has already begun utilizing a metric in order to operationalize the CAP. The Office of Sustainability at USF has joined the Sustainability Tracking, Assessment, and Rating System (STARS), administered by the Association for the Advancement of Sustainability in Higher Education (AASHE.) This metric also would be used to measure progress of programs implemented as a result of the proposed fee. The System encompasses a comprehensive online monitoring tool for schools to track and assess their progress toward creating a climate neutral campus. With regard to energy consumption (measured in MMBtu), the System has specific quantitative metrics to measure total building energy consumption, use of renewable electricity and non-electric renewable energy (purchased or generated on site), use of Renewable Energy Certificates (RECs), co-generation technology using renewable and non-renewable fuel sources, timers and other systems (motion, infrared, or light sensors) to regulate lighting and temperature on occupancy hours, application of Light Emitting Diode (LED) technology, development of a centralized energy management system to track energy consumption and performance throughout the campus, and metering for all energy consumption (including electricity, natural gas, and purchased steam) on campus. Additional metrics for assessing the impact of Student Green Energy Fund projects and initiatives can be added over time as the System evolves.

Utilizing STARS to monitor progress of funds generated by the fee would also have the added benefit of equipping students with data demonstrating the progress made by fee usage. This would help them to make informed choices when voting whether to retain the fee every three years. Performance will be measured from the greenhouse gas inventory conducted by faculty members of the Greenhouse Gas Emissions Subcommittee of the Sustainability Initiative Steering Committee, established after the signing of ACUPCC. From this baseline, emissions reductions can be determined, as can energy savings.

Other Information

This is a student-generated and student-supported request for the authority to hold campus specific student referenda to decide if they wish to support the fee and at what level.

USF understands the statutory requirements including Fl. St. 1010.62 and 1013.23 and will comply with all the terms of those provisions.

STATE UNIVERSITY SYSTEM OF FLORIDA
Statement of Estimated Revenues, Expenditures, and Available Balances
University of South Florida
Fiscal Year 2010-2011

Fee Title: Student Green Fee (Proposed)[1]

	[2]Estimated Actual 2010-2011	[1]Estimated 2011-12
Balance Forward from Prior Periods		
Balance Forward	$ -	$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	$ -	$ -
Receipts / Revenues		
Fee Collections	$ -	$ 1,091,199
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Ba	-	-
Total Receipts / Revenues:	$ -	$ 1,091,199
Expenditures		
Salaries & Benefits	$ -	$ -
Other Personal Services	-	-
Expenses	-	$ 1,091,199
Operating Capital Outlay	-	-
Student Financial Assistance	-	-
Expended From Carryforward Balance	-	-
[1]Other Category Expenditures:	-	-
Total Expenditures:	$ -	$ 1,091,199
Ending Balance Available:	$ -	$ -

[1] These estimates are based on Academic Year 2010/11 student credit hours at the Tampa and St. Petersburg institutions. We are only asking for the authority to levy the fee. The decision to institute the fee, and at what level (but no more than the maximum of the $1.00 per credit hour) will be decided by the students at the USF participating institutions through campus-based student government referenda. While student governments on all of the USF campuses/institutions have approved the fee in concept, only the students at the Tampa and St. Petersburg institutions voted to institute the fee this coming year. The Polytechnic and the Sarasota-Manatee campuses will most likely wait another year or two before their students institute the fee.

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Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)

University: New College of Florida

Date	
University Board of Trustees approval date:	**June 29, 2010**
Proposed fall implementation date (year):	**2011**

Description	
New fee title:	Sustainability "Green Fee"
Amount of new fee (per credit hour if applicable):	$1.00 per credit hour
Proposed new fee as a percentage of tuition:[1]	1.04%

Purpose

Describe the purpose to be served or accomplished with this fee:

The funds will be used to support student-generated campus sustainability initiatives aimed at reducing campus greenhouse gas emissions by facilitating implementation of various elements comprising the College's Climate Action Plan and other student sustainability initiatives approved by the New College Student Alliance.

Demonstrable Student-Based Need / Involvement

Describe the student-based need for the fee that is currently not being met through existing services, operations, or another fee:

While the College continues to dedicate financial resources to save energy and take other actions to reduce greenhouse emissions in accordance with its Climate Action Plan, its students desire to augment this effort by selecting and funding specific capital improvement projects and sustainability programs.

Student surveys have been completed by the New College Student Alliance (NCSA) indicating high support for student-driven sustainability projects. However, the only 'green' funding currently available to students is a small fund reserved for environmental speakers and events. The students' commitment to pursuing long-term green initiatives, coupled with their lack of available funds to realize those initiatives, has generated strong and repeated support for the implementation of a "green fee."

[1] If a student is required to pay this fee as a part of registration for a course, the fee shall not exceed 10 percent of tuition. See Regulation 7.003(23)(b).

Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)

Describe the process used to assure substantial student input or involvement:

The proposed $1.00 per credit hour fee was first brought forward by the New College Student Alliance (NCSA) to the College's Board of Trustees (BOT) for consideration after receiving an 85% approval rating in a Fall 2007 student referendum. At its meeting on June 14, 2008, the BOT approved a resolution (No. 08-03) endorsing and supporting the green fee proposed by the NCSA and encouraging the Board of Governors (BOG) to take appropriate steps to authorize university boards of trustees to implement a student Green Fee in the future. In 2009, the New College Student Alliance created the Council of Green Affairs and the position of the Vice President for Green Affairs (all members are students) to oversee and support student-generated sustainability initiatives as part of the College's Climate Action Plan. In May 2010, the NCSA reaffirmed its support for the $1.00 per credit hour fee at the BOT's public hearing on proposed tuition and fees. The BOT approved the fee as proposed, with the understanding that the College must comply with whatever regulation the BOG promulgated to govern how such new fees are to be developed and considered for approval. The newly elected NCSA Co-Presidents reaffirmed their support for the fee during a January 10, 2011 meeting of the BOT, based on their recently completed student survey (73% approval). On the same date, the BOT reaffirmed its support for the fee and directed that this request to implement the new fee be prepared and submitted to the BOG.

Student Impact

Explain the financial impact of the fee on students, including those with financial need:

Depending on whether or not a student is registered for an Independent Study Project, the annual cost per student will vary from $32 to $36 per year. The fee will be assessed to all students, regardless of financial need. The most current data on students with demonstrated financial need indicates that the College is able to meet, on average, approximately 90% of that need though scholarships and financial aid.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the new fee:

If the fee is approved for implementation, a student fee committee will recommend any proposed change (increase or decrease) in the fee each year for consideration by the BOT and BOG. The New College Student Alliance allocations process will determine how the funds are to be expended each year. Fee administration will comply with BOG Regulation 7.003(23).

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Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)

Revenues / Expenditures	
Annual estimated revenue to be collected:	**$27,000**

Describe the service or operation to be implemented and estimated expenditures (attach operating budget expenditure form).

Various capital projects and programmatic initiatives (expenses) supporting sustainability initiatives selected by students.

Accountability Measures

Indicate how the university will monitor the success of the new fee. Provide specific performance metrics that will be used.

The College's Climate Action Plan calls for an annual cycle of implementation commencing in January each year with a review of the Greenhouse Gas Inventory and Climate Action Plan. Results for those reviews inform both behavioral strategies and capital improvement plans for the coming year. NCSA leadership will use this feedback to select specific capital projects and program initiatives it wishes to implement using monies generated by the green fee.

As part of identifying capital projects or initiatives for funding, the NCSA will identify specific performance metrics for the project. For example, if the NCSA selects a solar water heating project for implementation, success can be measured by confirming completion of the design and installation and measuring reduction in energy costs. A composting project or recycling project may measure the amount of raw materials saved from landfill disposal. A transportation project such as encouraging/incentivizing ridership on mass transit alternatives serving campus can be measured through change in ridership statistics.

Other Information

STATE UNIVERSITY SYSTEM OF FLORIDA
Statement of Revenues, Expenditures, and Available Balances
University: New College of Florida
Fiscal Year 2010-2011 and 2011-12

Fee Title: Sustainability Green Fee

	[2]Estimated Actual 2010-11	Estimated 2011-12
Balance Forward from Prior Periods		
Balance Forward	$ -	$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	$ -	$ -
Receipts / Revenues		
Fee Collections	$ -	27,000
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Ba	-	-
Total Receipts / Revenues:	$ -	$ 27,000
Expenditures		
Salaries & Benefits	$ -	$ -
Other Personal Services	-	3,000
Expenses	-	7,000
Operating Capital Outlay	-	-
Student Financial Assistance	-	-
Expended From Carryforward Balance	-	-
[1]Other Category Expenditures: Fixed Capital Outlay	-	17,000
Total Expenditures:	$ -	$ 27,000
Ending Balance Available:	$ -	$ -

[1]Provide details for "Other Categories" used.
[2]Column not needed if a request for a new fee.
To be attached to new or increased fee requests or block tuition proposals.
For block tuition proposals only the incremental revenue should be reported.

Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)

University: Florida Gulf Coast University

Date	
University Board of Trustees approval date:	**To Be Presented on January 18, 2011**
Proposed fall implementation date (year):	**Fall 2011**

Description	
New fee title:	Recreation Fee
Amount of new fee (per credit hour if applicable):	4.49
Proposed new fee as a percentage of tuition:[1]	4.7%

Purpose

Describe the purpose to be served or accomplished with this fee:
The purpose of the fee is to support the expansion and development of Campus Recreation. This fee will permit a greater number of programs, and provide resources for equipment.

Demonstrable Student-Based Need / Involvement

Describe the student-based need for the fee that is currently not being met through existing services, operations, or another fee:
This is a new fee, and its creation will allow for growth of recreation programs. Currently, said programs are rolled under the Student Activity Fee. This new fee will shift those activities to a more concentrated source of revenue with appropriate oversight.

Describe the process used to assure substantial student input or involvement:
As part of normal university practices on student fees, a student fee committee comprised of 50% students was formed and provided to Florida Gulf Coast University a recommendation on the creation of this fee.

Student Impact

Explain the financial impact of the fee on students, including those with financial need:
In order to not the burden the student population, there will be implemented a reduction in the Student Activity Fee of an equal amount. This will mitigate the impact of the creation of

[1] If a student is required to pay this fee as a part of registration for a course, the fee shall not exceed 10 percent of tuition. See Regulation 7.003(23)(b).

the Recreation Fee.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the new fee:
The Campus Recreation Advisory Board will be constituted with membership from university constituencies including Student Government, Sport Club Council, Faculty and Staff and will advise the Director of Campus Recreation and the Vice President for Student Affairs on matters pertaining to the Campus Recreation program. The Campus Recreation Advisory Board will assist in formulation of the annual budget of Campus Recreation and recommend policy and procedures for the Campus Recreation program

Revenues / Expenditures

Annual estimated revenue to be collected:	$1,400,987

Describe the service or operation to be implemented and estimated expenditures (attach operating budget expenditure form).
The entire Campus Recreation program operational budget will be managed with these funds.

Accountability Measures

Indicate how the university will monitor the success of the new fee. Provide specific performance metrics that will be used.
When the Campus Recreation Advisory Board is constituted, they will assist the Division of Student Affairs by developing measures and goals for the use of these funds.

Other Information

STATE UNIVERSITY SYSTEM OF FLORIDA
Statement of Revenues, Expenditures, and Available Balances
University: Florida Gulf Coast University
Fiscal Year 2010-2011 and 2011-12

Fee Title:

	[2]Estimated Actual 2010-11	Estimated 2011-12
Balance Forward from Prior Periods		
Balance Forward	$ -	$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	$ -	$ -
Receipts / Revenues		
Fee Collections	$ -	1,400,987
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Ba	-	-
Total Receipts / Revenues:	$ -	$ 1,400,987
Expenditures		
Salaries & Benefits	$ -	$ 365,897
Other Personal Services	-	476,546
Expenses	-	548,649
Operating Capital Outlay	-	9,895
Student Financial Assistance	-	-
Expended From Carryforward Balance	-	-
[1]Other Category Expenditures:	-	-
Total Expenditures:	$ -	$ 1,400,987
Ending Balance Available:	$ -	$ -

[1]Provide details for "Other Categories" used.
[2]Column not needed if a request for a new fee.
To be attached to new or increased fee requests or block tuition proposals.
For block tuition proposals only the incremental revenue should be reported.

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Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)

University: University of North Florida

Date	
University Board of Trustees approval date:	**January 12, 2011**
Proposed fall implementation date (year):	**Fall 2011**

Description	
New fee title:	Student Life and Services Fee
Amount of new fee (per credit hour if applicable):	$4.78
Proposed new fee as a percentage of tuition:[1]	5%

Purpose

Describe the purpose to be served or accomplished with this fee:

Student Government leadership, in concert with the University of North Florida administration, is proposing a Student Life and Services Fee to begin in fall 2011. This proposed fee expands student participation in what UNF refers to as transformational learning opportunities[a], builds new and enhances ongoing activities which connect students to the institution, and funds needed personnel in the area of student life and support services. The fee also includes funding to offset the costs for students with financial need.

Across the country, universities are being challenged to increase retention (persistence) and graduation rates. Increasing persistence and graduation rates is of particular concern to institutions serving the needs of nontraditional, commuter and part-time working students. These institutions are also being asked to improve student engagement and provide active learning and off-campus learning opportunities. As documented in the research, student engagement and active-learning can lead to higher graduation rates. Off-campus and active learning can also enhance the student's overall educational experience. The current proposal enables UNF to address these interwoven needs.

[a] Transformational learning opportunities refer to a set of activities which enable students to engage in exceptional (or extra-ordinary) educational experiences. These include faculty-mentored student research, community-based learning projects, and study abroad programs. UNF seeks to make these available to each of its undergraduate students at some point during their academic program.

Demonstrable Student-Based Need / Involvement

Describe the student-based need for the fee that is currently not being met through existing

[1] If a student is required to pay this fee as a part of registration for a course, the fee shall not exceed 10 percent of tuition. See Regulation 7.003(23)(b).

services, operations, or another fee:

This fee will allow UNF to triple its current transformational learning offerings. In addition, the university will be able to expand 13 existing student programs which have a proven track record in enriching student life and add 6 more to the annual calendar. Examples of activities included in this mix are an expansion of the Week of Welcome which brings incoming freshman and transfer students together with current students, building a sense of campus community. There will also be similar program started for students who enter in the spring term. Transformation Squared is a campus-wide student art project in which students create individual pieces of art which fit together to make a single wall of student art.
World fest is a global fair which introduces students to international cultures
Interfaith week provides a weeklong exploration that helps educate students on religions and faiths of the world. Eight positions will also be added to support student life and student services.

While some of these programs have, in part, or could be funded through A&S fees, to do so we would need to create a false dichotomy asking students to choose between funding a student union or funding TLOs and the other activities included under this fee, when they wish to have both.

None of the above activities could have been funded by tuition or tuition differential fees due to need to balance the reduction in state funding. Revenues raised by increases in tuition and tuition differential fees have been used to fund 32 faculty positions, which would have gone unfilled as a result of state budget cuts. Even with this use of tuition and tuition differential funding, we are still 9 positions below where we were in fall 2007. The loss of positions has not been limited to faculty lines.

While the University of North Florida began funding transformational learning opportunities for UNF students seven years ago. Over the past several years, we have been unable to increase the number of these offerings or to expand the number of UNF students involved in these experiences. In addition, the university was unable to fund all of the positions in Student Affairs needed to keep up with enrollment and the increase in the student residential population. (Students living on campus went from 14.7% of undergraduate enrollment or 2,191 headcount in fall 2007 to 18.7% or 2,710 headcount in fall 2010.) At the same time, surveys of students and research on best practices documented a lack of student programming and student engagement on our campus.

Describe the process used to assure substantial student input or involvement:

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Request to Implement a New Fee – Regulation 7.003(23)

Student leadership worked with the Vice President for Student and International Affairs in conceptualizing and articulating the proposed fee. In this process, students used the results of student polls and student interviews in carrying out their work. The students also used a proposed activities calendar which they discussed with the UNF Board of Trustees at a workshop focused on student life.

Once the first draft was developed, student leadership met with the university administration to refine the submitted proposal. The fee was then submitted for Board of Trustees review and approval. The student representative on the board, a key architect of the proposal, presented the item to the other trustees, who voted in unanimous support of the new fee.

Student Impact

Explain the financial impact of the fee on students, including those with financial need:

This fee will add $143.40 to a fulltime student's cost of attendance for an academic year. With this increase, the cost of UNF's tuition and fees will remain among the lowest in the United States.

To offset the increase in cost for students with financial need, 20% or $385,268 of the revenues generated by this fee will be added to UNF's need-based aid.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the new fee:

None

Revenues / Expenditures

Annual estimated revenue to be collected:	$1,926,340

Describe the service or operation to be implemented and estimated expenditures (attach operating budget expenditure form).

$600,000 raised by this new fee will be used to support additional transformational learning opportunities for students. These types of activities include faculty-mentored student research projects, community-based learning opportunities and international study programs. The university seeks to have each student participate in one of these programs during their academic studies.

$485,642 of the revenues from this fee will be used to fund positions supporting student life and student services. These positions include a coordinator for the newly formed Institute for

Values and Community Leadership, a coordinator for Healthy Osprey (a program modeled on the Healthy Campus initiative), an activities director to organize and evaluate new and existing student life activities and a director for the UNF Interfaith Center.

$385,268 of the revenues from the fee will be allocated to need-based aid to offset the cost of the fee for students in financial need.

$241,700 will be used to enhance existing student life activities including the first week program that supports incoming freshmen and transfer student, a student initiated program in nutrition awareness, and an annual campus-wide art project.

$213,000 will allow students to initiate additional programming to engage students, building connections between students and the university. These include an October Fest which will bring students' families to campus.

Accountability Measures

Indicate how the university will monitor the success of the new fee. Provide specific performance metrics that will be used.

Four direct measures will be used in monitoring the success of the activities funded through this fee. In addition, four measures will be used to assess impact on the underlying goals.

The four direct measures will be:
Rate of student participation in TLO offerings.
Measures of student progress and satisfaction in TLO offerings.
Rate of student participation in specific student life and service activities.
Measures of student satisfaction for specific student life and service activities.

The four measures used to assess impact on underlying goals are:
Student engagement rates from the National Survey of Student Engagement
Freshman and sophomore retention rates
6 year FTIC graduation rates
4 year transfer student graduation rates

Our target six-year graduation rate for 2014-15 is 51%. Over the longer range we seek to attain a 65% or higher six-year graduation rate.
Our target for freshmen to sophomore retention is 82%. We actually exceeded this last year. But we need to stabilize the progress we have made.
We also lose students from sophomore to junior year, with many transferring to other colleges/universities. Thirty-three percent of the 812 students who failed to graduate from

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UNF in 6-years left after their sophomore year. Many of these students were looking to attend schools with a more active campus life.
Other Information
N/A

STATE UNIVERSITY SYSTEM OF FLORIDA
Statement of Revenues, Expenditures, and Available Balances
University of North Florida
Fiscal Year 2010-2011 and 2011-12

Fee Title: Sudent Life and Services Fee

	[2]Estimated Actual 2010-11	Estimated 2011-12
Balance Forward from Prior Periods	N/A	N/A
Balance Forward	$ -	$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	$ -	$ -
Receipts / Revenues	N/A	
Fee Collections	$ -	$1,926,340
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Ba	-	-
Total Receipts / Revenues:	$ -	$ 1,926,340
Expenditures		
Salaries & Benefits	$ -	$ 485,642
Other Personal Services	-	-
Expenses	-	1,055,430
Operating Capital Outlay	-	-
Student Financial Assistance	-	$385,268
Expended From Carryforward Balance	-	-
[1]Other Category Expenditures:	-	-
Total Expenditures:	$ -	$ 1,926,340
Ending Balance Available:	$ -	$ -

[1]Provide details for "Other Categories" used.
[2]Column not needed if a request for a new fee.
To be attached to new or increased fee requests or block tuition proposals.
For block tuition proposals only the incremental revenue should be reported.

State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)

University: **Florida State University**

Date	
University Board of Trustees approval date:	**November 29, 2010**
Proposed fall implementation date (year):	**July 1, 2011**

Description	
New fee title:	Student Safety and Security Fee
Amount of new fee (per credit hour if applicable):	$0.97
Proposed new fee as a percentage of tuition:[1]	1.013%

Purpose

Describe the purpose to be served or accomplished with this fee:

The purpose of the fee will be to add law enforcement officers, communications staff, security officers, computer support (IT) staff, technology and equipment resources to improve the overall safety for students, employees and visitors on the Florida State University Campus. The fee will fund a total of fifteen positions at the Florida State University Police Department, to include four Law Enforcement Officers and three Security Guards currently funded by time-limited non-recurring money; and five additional Law Enforcement Officers, two Police Communications Operators and one Information Technology Support position. It is not the department's intent to replace current funding with revenue from the Student Safety and Security Fee.

Demonstrable Student-Based Need / Involvement

Describe the student-based need for the fee that is currently not being met through existing services, operations, or another fee:

Over the past 20 years The Florida State University has experienced exponential growth in student and employee populations. The campus residential population is currently 6,800 students who reside in fourteen residence halls. Law Enforcement services are provided by the FSU Police Department for a multitude of activities, events, emergencies and day-to-day activities for all Florida State University related properties. With the acquisition of land and the expansion of the main campus and related facilities to include Innovation Park, The Magnetic Laboratory, Heritage Grove, New Intramural Sports Fields and the Florida State University School (K-12), resources are stretched to provide basic services for these areas. Calls for police related services have increased significantly over the years. Often special assignments are needed to address specific concerns related to violent crime, theft or to support local law enforcement activities.

Additionally the communications section is responsible for receiving all emergency and non-

[1] If a student is required to pay this fee as a part of registration for a course, the fee shall not exceed 10 percent of tuition. See Regulation 7.003(23)(b).

emergency calls for service affiliated with the University. Currently, when shortages occur with communications staff due to training, illnesses leave or vacancies law enforcement officers are tasked with forgoing shift responsibilities or working in an overtime capacity to provide coverage in communications.

More recently with the increase of violent crime and emergency response situations occurring on campuses across the country, higher expectations are being made on the law enforcement services provided on colleges and universities.

The Bureau of Justice Statistics (BJS), within the Office of Justice Programs (OJP), within the United States Department of Justice (DOJ) publishes Local Police Departments report every three to four years. This report contains excellent and highly reliable data on state and local police personnel throughout the U.S. One aspect of this report is the average ratio of full-time officers per 1,000 residents. The most recent BJS data on this topic:

Currently, FSUPD is 24% below the national average concerning the number of full- time officers per 1,000 persons in the service community. FSUPD currently employs 63 full-time officers and recommendations indicate an increase in Sworn Law Enforcement positions to 81 for current population statistics. Communications Staff are under staffed by 4 communications officers. The student security fee would be used to increase and retain staffing for law enforcement officers and communications staff.

Describe the process used to assure substantial student input or involvement:

The FSU Student Body President, Student Campus Safety and Security Advisor and other student cabinet members participated in discussions and meetings regarding safety on FSU's campus and the existing needs of the Police Department. Presentations were made to provide students with up-to-date information and statistics on campus safety, as well as existing resources. Students were also provided question and answer opportunities regarding the future plans for safety on FSU's campus.

Student Impact

Explain the financial impact of the fee on students, including those with financial need:

$0.97 per credit hour

Restrictions / Limitations

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Identify any proposed restrictions, limitations, or conditions to be placed on the new fee:

It has been agreed that the student security fee is to improve staffing levels, technology, resources and retention efforts within the FSU Police Department.

Revenues / Expenditures

Annual estimated revenue to be collected:	$1,039,428.70

Describe the service or operation to be implemented and estimated expenditures (attach operating budget expenditure form).

See attached proposed and approved budget

Accountability Measures

Indicate how the university will monitor the success of the new fee. Provide specific performance metrics that will be used.

A committee including students, administration and law enforcement will monitor the success and implementation of the new fee.

Other Information

STATE UNIVERSITY SYSTEM OF FLORIDA
Statement of Revenues, Expenditures, and Available Balances
University: FSU
Fiscal Year 2010-2011 and 2011-12

Fee Title: Student Safety and Security Fee

	[2]Estimated Actual 2010-11	Estimated 2011-12
Balance Forward from Prior Periods		
Balance Forward	$ -	$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	$ -	$ -
Receipts / Revenues		
Fee Collections	$ -	1,039,429
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward B	-	-
Total Receipts / Revenues:	$ -	$ 1,039,429
Expenditures		
Salaries & Benefits **	$ -	$ 850,654
Other Personal Services	-	-
Expenses	-	97,126
Operating Capital Outlay	-	91,649
Student Financial Assistance	-	-
Expended From Carryforward Balance	-	-
[1]Other Category Expenditures:	-	-
Total Expenditures:	$ -	$ 1,039,429
Ending Balance Available:	$ -	$ (0)

**** 4 Law Enforcement Officers and 3 Security Guards currently funded by time-limited non-recurring money and 8 new positions, to include 5 Law Enforcement Officers, 2 Police Communications Operators and 1 Information Technology Support position.**

[1]Provide details for "Other Categories" used.
[2]Column not needed if a request for a new fee.
To be attached to new or increased fee requests or block tuition proposals.
For block tuition proposals only the incremental revenue should be reported.

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Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)

University: FLORIDA INTERNATIONAL UNIVERSITY

Date	
University Board of Trustees approval date:	**December 9, 2010**
Proposed fall implementation date (year):	**2011**

Description	
New fee title:	Test Preparation Fee
Amount of new fee (per credit hour if applicable):	Varies; Fee will be at cost
Proposed new fee as a percentage of tuition:[1]	Less than 10 percent of total tuition over the entire program

Purpose

Describe the purpose to be served or accomplished with this fee:

The purpose of the fee is to increase accessibility to test preparation courses in programs where students are expected to obtain specific preparation for a practice-based examination. By making the test preparation a required activity in the final semester of the program, the fee will be part of the cost of attendance and thus eligible for financial aid. Additionally, the fee is anticipated to lower the total cost to students who complete examination preparation courses by the university negotiating a contract rate that is significantly less than what would be charged to individuals through private, for-profit providers.

Demonstrable Student-Based Need / Involvement

Describe the student-based need for the fee that is currently not being met through existing services, operations, or another fee:

Students routinely desire to take test preparation courses where examination passage is required in order to be licensed in their profession.

Only those students in certain programs where licensing to practice requires successful completion of an examination and where FIU provides this preparation, through a third party vendor, would be charged the fee. Initially, this would be only for students in the College of Law for the Bar preparation course, but may be extended to other programs such as Nursing for the NCLEX preparation course.

[1] If a student is required to pay this fee as a part of registration for a course, the fee shall not exceed 10 percent of tuition. See Regulation 7.003(23)(b).

Often, poorer students cannot afford the high costs of these test preparation courses offered through private, for-profit providers. Current costs for the Bar preparation course is $3,245. The NCLEX preparation courses range from $350 to $500. FIU will work with the vendors to obtain a rate for all graduating students that is less than the individual price (we have not entered into these negotiations yet, but would expect to see at least a 10% reduction in the standard price due to the guaranteed enrollment instead of students enrolling individually).

In order for the test preparation fee to be included in the calculation of cost of attendance and eligible for financial aid, it has to be mandatory. As with all mandatory requirements, a waiver can be granted if equivalency is demonstrated.

Given the lower cost and the inclusion of the fee in financial aid calculations, we believe students will be strongly supportive.

Describe the process used to assure substantial student input or involvement:

There have been informal focus-group discussions with students on the desirability of the test preparation fee and the results have been very positive.

Student Impact

Explain the financial impact of the fee on students, including those with financial need:

Students with the greatest need will be positively impacted since the fee will be included in the total cost of attendance for financial aid calculations.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the new fee:

None identified.

Revenues / Expenditures

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Annual estimated revenue to be collected:	Varies; fee is simply at cost. No mark-up.

Describe the service or operation to be implemented and estimated expenditures (attach operating budget expenditure form).

None to the university. The lower fee will be paid to the contract provider.

Accountability Measures

Indicate how the university will monitor the success of the new fee. Provide specific performance metrics that will be used.

The university will track passage rates for our students in order to improve program content.

Other Information

STATE UNIVERSITY SYSTEM OF FLORIDA
Statement of Revenues, Expenditures, and Available Balances
University: Florida International University
Fiscal Year 2010-2011 and 2011-12

Fee Title: Test Preparation Fee

	[2]Estimated Actual 2010-11	Estimated 2011-12
Balance Forward from Prior Periods		
Balance Forward	$ -	$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	$ -	$ -
Receipts / Revenues		
Fee Collections	$ -	510,000
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Ba	-	-
Total Receipts / Revenues:	$ -	$ 510,000
Expenditures		
Salaries & Benefits	$ -	$ -
Other Personal Services	-	-
Expenses	-	510,000
Operating Capital Outlay	-	-
Student Financial Assistance	-	-
Expended From Carryforward Balance	-	-
[1]Other Category Expenditures:	-	-
Total Expenditures:	$ -	$ 510,000
Ending Balance Available:	$ -	$ -

[1]Provide details for "Other Categories" used.
[2]Column not needed if a request for a new fee.
To be attached to new or increased fee requests or block tuition proposals.
For block tuition proposals only the incremental revenue should be reported.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 9, 2011

SUBJECT: University Fees under Consideration

PROPOSED COMMITTEE ACTION

For Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution and Board Regulation 7.003

BACKGROUND INFORMATION

Regulation 7.003 – Fees, Fines and Penalties, requires boards of trustees to notify the Board of any potential new fees that are being considered by the university.

Attached is a summary of fees that universities are discussing on their campuses. If a university decides to move forward in proposing a new fee or an increase to an existing fee for the Board to consider, those proposals will be due January, 2012. The Budget and Finance Committee will consider those proposals in February, with a recommendation going to the full Board during the next scheduled meeting.

Supporting Documentation Included: University fees under consideration

Facilitators/Presenters: Governor Perez

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New University Fees & Increases to Existing Fees under Consideration
As of September, 2011

Pursuant to Regulation 7.003, universities are to notify the Board of increases to existing fees that are capped in statute and new fees that are under consideration and would require Board of Trustees and Board of Governors approval.

University	Fee	Amount	Description
New Fees			
FAMU	Bar Review Preparation	$2,400	The purpose of the fee is to increase accessibility to test preparation through substantive bar review courses for College of Law (COL) Students. This fee will be required as part of the curriculum which will include the required taking of one of two courses offered by the COL for the purpose of enhancing bar examination test taking skills and participation in the COL Bar Exam Success Training (B.E.S.T.) skills development program. By making substantive bar review a required part of the curriculum, the fee will be a part of the cost of attendance and thus eligible for financial aid. Additionally the fee is anticipated to lower the total cost to students who complete examination preparation courses by negotiating a contract rate that is significantly less than what is available through private, for-profit providers. The fee will only be charged during the students" final year of law school.
FAMU	School of Allied Health Sciences Examination Preparation	$200	According to the Commission on Accreditation for Physical therapy Education, the accrediting body for physical therapy education, academic standards must comply with 2011 standards regarding technology, materials and equipment. This fee will provide the resources for students to acquire entry-level competencies and successfully pass the national physical therapist examination as well as ensure the program graduates have the knowledge and exposure to various equipment and technology used by contemporary therapist practice as they enter the workforce. The $200 /student/NPTE exam training (one time semester fee) will be assessed

			when student enrolls in PHT 6960 Professional PT Practice.
UF	Graduate Teaching Stipend	Undetermined	Enhance Graduate Teaching Stipends
UF	Student Union Fee	Undetermined	Renovation and expansion of the J. Wayne Reitz Student Union
UNF	Academic Enhancement Fee	5% of Tuition	
USF	Academic Enrichment & Opportunity Fee	Undetermined	The Academic Enrichment and Opportunity fee, proposed for implementation in the 2012-2013 academic year, is intended to enhance the educational experience of students at the University of South Florida. Revenues from the proposed fee will be used to provide USF students with an expanded array of new educational opportunities, allowing them to benefit from academic travel, internships, lecture series, research, service projects, and other academic enrichment programming. These new and expanded programs will help students develop the social, cultural, and scientific skills necessary to assuring USF students of a competitive edge and success in the global marketplace. The fee will allow the University of South Florida to stand out amongst its peer global research universities, therefore increasing the prestige of the institution and the degree received here. The opportunities made possible by this fee will be available to all USF students, whether they be Undergraduate, Graduate, or Medical students.
UWF	Green Energy Fee	$1.00 per credit hour	A student supported Green Energy Fee would be used to reduce energy costs and lower greenhouse gas emissions, to establish or improve the use of renewable energy technologies and energy efficiencies, and to fulfill the targets set forth by the American College and University Presidents' Climate Commitment (ACUPCC) signed by University of West Florida (UWF) President Judy Bense. The intent of the proposed fee aligns with the intentions of the strategic plan for the Board of Governors as well as the goals outlined in UWF's annual work plan.

Potentially All Univ.	Electronic Textbook Fee	$25	To decrease the overall cost of textbooks and increase the number of electronic titles/adoptions available in partnership with the University Press of Florida
Increases to Existing Fees			
USF	Application Fee	Undetermined	An increase in the application for admission fee would allow universities to raise fees to a level competitive with peers around the country. The $30 fee today ranks below the national average of $55. Additional resources would be used to enhance recruitment of college ready students.
USF	Orientation Fee	Undetermined	New Student Orientation is critical in the retention and success of new students at the University of South Florida. To maintain the current level of service and operations, a fee increase is necessary. The predetermined Orientation fee has not been increased on a state level in several years and has neglected to take into account inflation and increases in business operating costs. In order to pay the charges to be assessed as part of the operating expenses and meet the demands of the university and the new students, the fee cap needs to be raised to $50. As an example of the inflation increase, minimum wage has gone from $6.75 in 2006 and is currently set at $7.31 an hour. Over the last several years, the Office of Orientation has incurred additional rental and operating charges. For example, a 5-7% increase in charges is expected on an annual basis to pay associated facility rental charges. In addition, expenses that used to be paid for by E&G funded departments as associated operating costs are now absorbed by the programming charges associated with the Orientation sessions. The charges above do not include food and lodging as we are permitted to charge additional fees for these costs. The overall goal is to continue to provide the same level of service that has been provided over the last several years and to continue to meet the needs of the ever-changing student body.
UWF	Nautilus Card Fee	From $10 to $20 Annually	This is an increase in an existing fee under BOG regulation 7.003 section 2(a) and section 3. Additional funding is needed to adequately

			provide for the on-going services offered by the Nautilus Card Office. Services provided by the Nautilus Card system are expanding as campus enrollment is expanding, especially in the areas of door access, including access to elevators, POS terminals and automatic deposit machines. A funding increase would allow for additional staffing during peak periods; replacement of aging equipment such as network managers, clearing terminals, and photo ID systems; increased maintenance/service fees due to system expansion; price increases for equipment and supplies; and a planned upgrade to version 6.8 which necessitates the addition of some new and replacement equipment.
UWF	Service Charge for Payment Plans	From $15 to $50 ($75 for auto enrollment)	This is an increase in an existing fee under BOG regulation 7.003 section 2(f) and section 3. In recognition of and reaction to current economic conditions, the University of West Florida desires to offer its students improved service in the form of tuition payment plans that go beyond the current Tuition Loan Program (TLP) offering. Additional plans will be interest free and allow students to spread their tuition and fees payments over up to four months. The university intends to administer these plans in-house, and accordingly wishes to establish a fee for payment plan enrollment of $50 to cover anticipated additional expenses associated with the offering of multiple plans. These additional expenses will primarily be in the form of personnel costs associated with evaluating credit worthiness of student applications, monitoring individual student plans for timely payment, and processing multiple payments. Students who do not make arrangement for payment within the prescribed time may be auto-enrolled in a payment plan. As this will involve additional processing costs, the enrollment fee for these students will be $75.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 9, 2011

SUBJECT: 2012 Market Tuition Proposals

PROPOSED COMMITTEE ACTION

The Committee will consider university market tuition proposals.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Subsection 7, Florida Constitution and Board Regulation 7.001

BACKGROUND INFORMATION

Pursuant to Regulation 7.001 – Tuition and Associated Fees, a university board of trustees may submit a proposal for market tuition rates for graduate-level courses offered online or through the university's continuing education unit when the courses constitute an approved degree program or college credit certificate program.

The Board reviewed and approved 17 market tuition programs at the February, 2011 meeting. The Regulation requires each university approved to offer market tuition rates to submit an annual status report. An update on those programs currently authorized is included in this packet. However, many of the programs are currently in the implementation stage, and meaningful data to evaluate their success is not available at this point in time.

Five universities have submitted a total of 18 market tuition programs for consideration. Actions taken by the Committee will be forwarded to the full Board at the January meeting:

1. University of Central Florida
    a. Professional Master of Science in Health Care Informatics
2. Florida International University
    a. Master of Science in Construction Management
    b. Masters in Mass Communication – Global Strategic Management
    c. Master of Science in Engineering Management

d. Master of Science in Finance
e. Executive Masters in Taxation

3. Florida State University
    a. Master in Criminal Justice
    b. Master of Science in Instructional Systems
    c. Graduate Certificate in Project Management
    d. School of Communication Science and Disorders' Bridge Certificate Program
4. University of Florida
    a. Master of Arts in Mass Communication
    b. Master of Arts in Urban and Regional Planning
    c. Master of Science in Soil and Water Science
5. University of South Florida
    a. Professional Master of Science in Electrical Engineering
    b. Master of Science in Entrepreneurship
    c. Master of Science in Management Information Systems
    d. Master of Science in Nurse Anesthesia
    e. Master of Public Administration

Supporting Documentation Included:	1. Update on Market Tuition Proposals Approved February, 2011 2. Excerpt of Regulation 7.001 on Market Tuition 3. University Market Tuition Proposals
Facilitators/Presenters:	Governor Perez University Representatives

2011 Market Tuition Status Report

STATE UNIVERSITY SYSTEM of FLORIDA

Board of Governors

November 9, 2011

The Board reviewed and approved 17 market tuition programs at the February, 2011 meeting.

1. Florida International University
    a. Master of International Business
    b. Master in Global Governance
    c. Master of Accounting Program
    d. Master of Business Administration
2. Florida State University
    a. Master of Social Work
    b. Master in Library & Information Studies
    c. Master in Management with major in Risk Management & Insurance
    d. Master in Management Information Systems
    e. Master in Business Administration
3. University of Florida
    a. Master in Outreach Engineering Program
    b. Master in Business Administration
    c. Master in Pharmaceutical Sciences
    d. Pharmaceutical Sciences Clinical Doctorate
    e. Doctor of Audiology
4. University of Central Florida
    a. Professional Master of Science in Management Degree Program
    b. Master in Business Administration
    c. Professional Master of Science in Real Estate Degree Program

The Regulation requires each university approved to offer market tuition rates to submit an annual status report. However, many of the programs are currently in the implementation stage, and meaningful data to evaluate their success is not available at this point in time.

Each university has provided a status report on each approved market tuition program.

Florida International University

Market Tuition Status Report

The cohorts began as market programs in Fall 2011 and have not yet been implemented long enough to obtain metrics used to evaluate the success of the program (student satisfaction and increased enrollments). The programs do show increased enrollment from previous years, which reinforces the market demand and appropriate price point for these programs.

	UNIVERSITY: Florida International University	Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
1	**Degree Program and CIP Code**	Master of International Business 52.1101 (varying tuition rates depending on location)	Master of Accounting 52.0301 (varying tuition rates depending on location)	Master of Business Administration 52.0201 (varying tuition rates depending on location)	Master of Arts in Global Governance 30.2001	
2	**Date the program was approved to charge market tuition.**	February 2011	February 2011	February 2011	February 2011	
3	**Tuition prior to market tuition rate approval.**	Between $15,000 to $32,091	Between $18,000 to $27,242	Between $21,000 to $58,000	$0	
4	**Current tuition.**	Between $17,250 to $33,000	Between $18,000 to $30,250	Between $21,000 and $63,000	$32,000	
5	**Changes in tuition planned for the coming year.**	Between $19,800 to $37,900*	Between $18,000 to $34,700*	Between $21,000 and $67,000*	No changes proposed.	
6	**Student enrollment in similar state funded programs prior to implementing market tuition (Headcount):**					
7	**Resident**	65	115	750	0	
8	**Non-Resident**	56	20	250	0	
9	**Total**	121	135	1000	0	
10	**Student enrollment in similar state funded programs after implementing market tuition (Headcount):**					
11	**Resident**	0	0	50	0	
12	**Non-Resident**	0	0	60	0	
13	**Total**	0***	0***	110	0	
14	**Student Enrollment in market tuition cohort(s) (Headcount):****					
15	**Resident**	60	157	1212	30	
16	**Non-Resident**	149	0	253	0	
17	**Total**	209	157	1465	30	
18	**In a separate document, using the metrics in the initial proposal,**	See ****	See ****	See ****	See ****	

* Contingent upon market demand analysis

** Forecasted, First market rate program cohort began Fall 2011

*** These programs were converted from tuition plus format

**** The cohorts began as market programs in Fall 2011 and have not yet been implemented long enough to obtain metrics used to evaluate the success of the program (student satsifaction and increased enrollments). The programs do show increased enrollment from previous years, which reinforce market demand and appropriate price point for these programs.

Florida State University

Market Tuition Status Report
College of Business
Risk Management Insurance, Master in Business Administration and Management Information Systems Programs

The Market Rate Tuition proposals were approved in March 2011. However, advertising for most programs start a year in advance. Since advertising for the market rate programs began very late in the application process, a decision was made to delay implementation until Summer 2012.

There are sufficient seats in the current fundable programs to accommodate all qualified applicants.

At this time, the results for the Market Rate Tuition are difficult to ascertain, as the cohort of students that will be paying the Market Rate Tuition are continuing to apply for admission. Current levels of inquiries and applications are very similar to those of Summer 2011. Therefore, we do not expect the Market Rate Tuition to materially affect the number of students enrolled in the programs.

Florida State University
Market Tuition Status Report
Market-rate Program in Library and Information Studies

Program Goal Assessment

1. **Increase the number of non-resident students from 40 (the enrollment in Fall 2010) to 120 within two years.** We currently have 65 US-based, non-resident, online students in our program. This is less than the 80 students we had hoped for at this time. We believe this is primarily due to the very short time we had to admit students into this program, but the economy may be playing a role as well as our Florida-resident student application rate is also dropping. We officially began enrolling students into the market-rate program in June 2011. As a result we had about 35 days to admit students into the market-rate program. (The BOG notification reached us in late February and the FSU approval to collect the fees reached us in mid-June. We officially announced the program the next day.)

We need about 60 students admitted each year to reach our goal of 120 students. We admit students for Fall, Spring and Summer semesters, but normally have a higher application rate in the Fall. The 19 new enrollees for Fall is below our initial Fall target of 30 new students and we hope to do better now that the program is fully established. It is our long-term intention to transition all of our US-based, non-resident, online enrollments into the market rate program. As our current US-based, non-resident students graduate they will be replaced by students entering the market-rate program.

2. **Maintain our ALA accreditation.** The program re-accreditation process will begin later this academic year.

Student Feedback

We have not yet had any formal evaluations of this program (we are less than three weeks into the initial courses) though we have had extremely positive feedback from new students about the reduction in cost ($1,140 per credit hour to $515 per credit hour).

Florida State University
Market Tuition Status Report
FSU Masters Social Work (MSW) Market Tuition Program

The market tuition Master Social Work program for the FSU College of Social Work was approved in March 2011. The College admitted 16 students to this program in Fall 2011. This report will speak to the accountability measures that were submitted with the program proposal.

Accountability Measure 1: Increase enrollment of out-of state students by 100%

The Fall 2011 semester was the first semester that this program was available to out-of-state residents. The market tuition program was not approved until March 2011 and the College was well into its recruiting and admissions cycle. For this reason, the College was not able to actively recruit new students for the market tuition program. The 16 students admitted to the program in the fall do not meet this accountability measure.

Active recruiting has been established for the spring semester and this number should increase. The College most likely will not meet the goal of a 100% increase in enrollment by the end of the FTE year. We will be focusing efforts on creating marketing materials as part of a plan to bolster enrollments for the 2012-2013 FTE year. It is believed that this enrollment target will be more realistic after these efforts are put into place.

Accountability Measure 2: Develop 3 new courses for online delivery

The College will develop three new courses to be offered in Spring 2012, Summer 2012, and Fall 2012 respectively. The first two courses SOW5646, Gerontological Social Work and SOW5648, Physiological Aspects of Aging are components of the Certificate in Gerontology offered by the college. The third course, SOW5656, Child Welfare Practice will make it possible for students to complete the Child Welfare Practice Certificate online. These are two certificates that were not available to online students, including fundable Florida residents, prior to this time.

Accountability Measure 3: Add two faculty lines

The College has not generated enough revenue to achieve this accountability measure. It is hoped that revenue generated from the market tuition program will make this a reality as the enrollments grow and the program reaches capacity.

Accountability Measure 4: Add 1 student services positions to facilitate recruiting, advising, job placement, and academic skills development for in-state and out-of-state student in online and campus-based programs.

The College has not generated enough revenue to achieve this accountability measure. Market tuition is currently supporting part of a position that works to advise and recruit students. As the program reaches capacity, funds will be used to expand student services by hiring an additional person to facilitate the other functions as described in this accountability measure.

	UNIVERSITY: Florida State University	Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
1	**Degree Program and CIP Code**	Master of Social Work	Master of Science - Library and Information Studies 250101	Online Master in Risk Management Insurance	Online Master in Business Administration	Online Master in Management Information Systems
2	**Date the program was approved to charge market tuition.**	March, 2011	July, 2011	March, 2011	March, 2011	March, 2011
3	**Tuition prior to market tuition rate approval.**	484.82/ credit hour	$1,140.18/semester hour + $20 student facilities use fee*	$14,734	$22,559	$19,089
4	**Current tuition.**	625.00/ credit hour	$515/semester hour	$17,600	$27,300	$23,100
5	**Changes in tuition planned for the coming year.**	Will remain the same	Tuition will increase to $530/semester hour beginning Fall 2012.	Will increase by 9.10%.	Will increase by 7.14%.	Will increase by 7.14%.
6	**Student enrollment in similar state funded programs prior to implementing market tuition (Headcount):**					
7	**Resident**	102	533	22	178	34
8	**Non-Resident**	0	48	29	96	15
9	**Total**	102	582	51	274	49
10	**Student enrollment in similar state funded programs after implementing market tuition (Headcount):**					
11	**Resident**	111	500			
12	**Non-Resident**	0	46			
13	**Total**	111	546	n/a	n/a	n/a
14	**Student Enrollment in market tuition cohort(s) (Headcount):**					
15	**Resident**	0	0			
16	**Non-Resident**	16	19			
17	**Total**	16	19	n/a	n/a	n/a
18	**In a separate document, using the metrics in the initial proposal, assess the results of the market tuition implementation. Provide any programmatic/student feedback related to the implementation.**	See narrative.	See narrative.	See narrative.	See narrative.	See narrative.

University of Central Florida

Proposal 1: EMBA/PMBA Programs CIP Code: 52.0101
Accountability Measures

Number of cohort EMBA and PMBA degree programs offered

Year Started	EMBA	PMBA
2011	1	2
2010	1	1
2009	1	2

Number of students enrolled

Term	EMBA	PMBA
Fall 2011	36	83
Fall 2010	46	85
Fall 2009	47	79

Compliance with SACS and AACSB standards for accreditation

Curriculum: Curriculum structure and course content consistent with Standards.
Faculty: Faculty credentials consistent with Standards.

Credit Hours generated

Term	EMBA	PMBA
Fall 2010, Spr 2011, Sum 2011	825	1582
Fall 2009, Spr 2010, Sum 2010	912	1521

Program revenues relative to program costs

	Revenues	Costs
FY 2011	$2,178,080	$1,454,363
FY 2010	$2,339,146	$1,569,971

Student satisfaction with the program

EMBA 2010 exit survey: Overall satisfaction with program 8.9 of 10*
PMBA 2010 exit survey: Overall satisfaction with program 7.9 of 10*

Note: Survey conducted by Perception Research (EMBA Council)

Employer satisfaction with the program

Referrals and repeat business from employers are primary indicators of employer satisfaction with our programs. Since 2009, the following major Central Florida employers have sponsored multiple students to our EMBA and PMBA programs: Disney; 14, Lockheed; 9, Darden; 6, Siemens; 6, Florida Hospital; 5, Oracle; 5, .Progress Energy; 4.

Number of degrees conferred

Term	EMBA	PMBA
Fall 2010, Spr 2011, Sum 2011	22	50
Fall 2009, Spr 2010, Sum 2010	24	21

Summary

An inspection of our performance on the above eight accountability measures shows that the most recent period's achievements are on par with the previous periods. Implementation of market rate tuition programs has gone well. We do not believe our tuition increases have impacted our enrollments in the EMBA and PMBA programs, although it is difficult to know this with certainty, given the challenging economic climate in the Central Florida region. Our plans are to maintain the number of programs at par with recent periods. However, measures will be taken to increase enrollments.

Proposal 2: PMSM Program CIP Code: 52.0101
Accountability Measures

Number of PMSM degree programs offered

Year Started	PMSM
2011	0
2010	1
2009	0

Number of students enrolled

Term	PMSM
Fall 2011	0
Fall 2010	28
Fall 2009	20

Compliance with SACS and AACSB standards for accreditation

Curriculum: Curriculum structure and course content consistent with Standards.
Faculty: Faculty credentials consistent with Standards.

Credit Hours generated

Term	PMSM
Fall 2010, Spr 2011, Sum 2011	636
Fall 2009, Spr 2010, Sum 2010	306

Program revenues relative to program costs

	Revenues	Costs
FY 2011	$476,436	$310,980
FY 2010	$264,548	$251,120

Student satisfaction with the program

We currently do not have an external measure of student satisfaction for the PMSM; we are developing one for use with the next cohort.

Employer satisfaction with the program

We have experience with two cohorts, making it difficult to draw conclusions about referrals and repeat business from firms.

Number of degrees conferred

Term	PMSM
Fall 2010, Spr 2011, Sum 2011	26
Fall 2009, Spr 2010, Sum 2010	20

Summary

We have only delivered two PMSM programs, and are planning a new one in May 2012. The number of unsolicited inquiries about this program is an encouraging sign. Implementation of market rate tuition programs has gone well. We do not believe our planned tuition increase will have a major negative impact on our enrollments in the PMSM program, although it is difficult to know this with certainty, given the challenging economic climate in the Central Florida region. Measures will be taken to increase enrollments.

Proposal 3: PMRE Program CIP Code: 52.1501
Accountability Measures

Number of PMRE degree programs offered

Year Started	PMRE
2011	0
2010	1
2009	0

Number of students enrolled

Term	PMRE
Fall 2011	20
Fall 2010	25
Fall 2009	0

Compliance with SACS and AACSB standards for accreditation

Curriculum: Curriculum structure and course content consistent with Standards.
Faculty: Faculty credentials consistent with Standards.

Credit Hours generated

Term	PMRE
Fall 2010, Spr 2011, Sum 2011	570
Fall 2009, Spr 2010, Sum 2010	0

Program revenues relative to program costs

	Revenues	Costs
FY 2011	$355,224	$259,426
FY 2010	$21,100*	$68,264*

***Program began June 2010; revenues lag expenses**

Student satisfaction with the program

We currently do not have an external measure of student satisfaction for the PMSM; we are developing one for use with the next cohort.

Employer satisfaction with the program

We have experience with only one cohort, thus we do not yet have information on referrals and repeat business from firms.

Number of degrees conferred

Term	PMRE
Fall 2010, Spr 2011, Sum 2011	0
Fall 2009, Spr 2010, Sum 2010	0

Summary

Implementation of market rate tuition programs has gone well. We have only delivered only one PMRE program cohort, which will graduate at the end of the current fall term. A new cohort is planned for January 2013. We believe this 1-year span between programs is prudent given the challenging real estate market in central Florida. Measures will be taken to increase enrollments in the second class relative to our first one.

	UNIVERSITY: University of Central Florida	Proposal 1	Proposal 2	Proposal 3
1	**Degree Program and CIP Code**	EMBA/PMBA CIP Code: 52.0101	PMSM CIP Code: 52.0101	PMRE CIP Code: 52.1501
2	**Date the program was approved to charge market tuition.**	February 2011	February 2011	February 2011
3	**Tuition prior to market tuition rate approval.**	$44,000 / $35,000	$24,500	$29,500
4	**Current tuition.**	$47,000 / $37,000	$24,500	$29,500
5	**Changes in tuition planned for the coming year (2012).**	Incr. to $50,000 / $39,000	Incr. to $27,000	No Change Planned
6	**Student enrollment in similar state funded programs prior to implementing market tuition (Headcount): Fall 2010**			
7	**Resident**	363	0	0
8	**Non-Resident**	19	0	0
9	**Total**	382	0	0
10	**Student enrollment in similar state funded programs after implementing market tuition (Headcount): Fall 2011**			
11	**Resident**	350	0	0
12	**Non-Resident**	18	0	0
13	**Total**	368	0	0
14	**Student Enrollment in market tuition cohort(s) (Headcount): Fall 2011**			
15	**Resident**	119	0	20
16	**Non-Resident**	0	0	0
17	**Total**	119	0	20
18	**In a separate document, using the metrics in the initial proposal, assess the results of the market tuition implementation. Provide any programmatic/student feedback related to the implementation.**	See narrative.	See narrative.	See narrative.

18. The market tuition rate requests that were approved last spring have, in general, not yet been implemented. In every case, the programs included elected not to interject a price change in extant programs. Rather, the implementation was planned to coincide with new cohorts. As a result the implementation dates are:

1. Master of Business Administration	Spring 2012
2. Doctor of Audiology	Fall 2011
3. Master of Science in Industrial & Systems Engineering	Spring 2012
4. Working Professionals Doctor of Pharmacy	Fall 2012
5. Master of Science in Pharmacy	
a.) Forensic Chemistry	Spring 2012
b.) Pharmaceutical Chemistry	Spring 2012
c.) Pharmaceutical Outcomes and Policy	Fall 2011

Even in the two instances where implementation has occurred, it is too early to report on metrics related to outcomes.

The fact that tuition changes have been limited lends credence to the notion that the program directors have not seized the opportunity as a short run revenue maximizing vehicle. Changes that have and will occur are designed to attain an appropriate quality/competitive position consistent with the long run value proposition of the program and the University.

The report next year on these programs should be complete with data to affirm this strategy.

State University System
Annual Status Report on Market Tuition

	University of Florida	Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
1	**Degree Program and CIP Code**	Master of Business Administration (6 cohorts are offered with varying tuition.) CIP Code 52.0201	Working Professional Doctor of Audiology Program CIP Code 51.0202	OEM (MS in Industrial & Systems Engineering) CIP Code 14.2701	Working Professional Doctor of Pharmacy (PharmD) Program (WPPD) CIP Code 51.2001	Master of Science in Pharmacy CIP Code 51.2099
2	**Date the program was approved to charge market tuition.**	February, 2011*	February, 2011	February, 2011*	February, 2011*	Please see detailed attachment
3	**Tuition prior to market tuition rate approval.**	Range $32,200 to $46,000	$15,501.00	$27,520	$513.31/ credit hour	
4	**Current tuition.**	Range $32,200 to $46,000	$15,501.00	$27,520	$513.31/ credit hour	
5	**Changes in tuition planned for the coming year.**	Range $37,103.04 to $52,654.56	No changes proposed.	TBD-anticipate 5-7% increase	5% increase in Fall, 2012	
6	**Student enrollment in similar state funded programs prior to implementing market tuition (Headcount):**					
7	**Resident**	85	N/A	2	N/A	
8	**Non-Resident**	56	N/A	4	N/A	
9	**Total**	141	N/A	6	N/A	
10	**Student enrollment in similar state funded programs after implementing market tuition (Headcount):**					
11	**Resident**	90**	N/A	6**	N/A	
12	**Non-Resident**	50**	N/A	3**	N/A	
13	**Total**	140	N/A	9	N/A	
14	**Student Enrollment in market tuition cohort(s) (Headcount):**					
15	**Resident**	85**	4	38**	67**	
16	**Non-Resident**	45**	74	18**	425**	
17	**Total**	130**	78	56**	492**	
18	**In a separate document, using the metrics in the initial proposal, assess the results of the market tuition implementation. Provide any programmatic/student feedback related to the implementation.**	Please See Attached Note				

*The first cohort to pay market rate tuition will matriculate in 2012.
** Forecasts
N/A -No similar state funded program

State University System
Annual Status Report on Market Tuition

	UNIVERSITY: Florida, College of Pharmacy			
1	**Degree Program and CIP Code**	Master of Science in Pharmacy - Forensics Chemistry CIP Code 51.2099	Master of Science in Pharmacy - Pharmaceutical Chemistry CIP Code 51.2099	Master of Science in Pharmacy - Pharmaceutical Outcomes and Policy CIP Code 51.2099
2	**Date the program was approved to charge market tuition.**	February, 2011*	February, 2011*	February, 2011^
3	**Tuition prior to market tuition rate approval.**	$460/credit hour	$460/credit hour	$650/credit hour
4	**Current tuition.**	$460/credit hour	$460/credit hour	$750/credit hour
5	**Changes in tuition planned for the coming year.**	15% increase Spring 2012*	15% increase Spring 2012	No changes planned
6	**Student enrollment in similar state funded programs prior to implementing market tuition (Headcount):**			
7	**Resident**	11	N/A	N/A
8	**Non-Resident**	0	N/A	N/A
9	**Total**	11	N/A	N/A
10	**Student enrollment in similar state funded programs after implementing market tuition (Headcount):**			
11	**Resident**	11	N/A	N/A
12	**Non-Resident**	0	N/A	N/A
13	**Total**	11	N/A	N/A
14	**Student Enrollment in market tuition cohort(s) (Headcount):**			
15	**Resident**	291*	35*	9
16	**Non-Resident**	847*	122*	45
17	**Total**	1138	157	54
18	**In a separate document, using the metrics in the initial proposal, assess the results of the market tuition implementation. Provide any programmatic/student feedback related to the implementation.**	Please see attached note		

* The first cohort to pay market tuition rate will matriculate in 2012.
** Forecasts
^ Students began paying the new rate in August, 2011.
N/A -No similar state funded programs

Board Regulation 7.001(15) – Section related to Market Tuition

(15) A university board of trustees may submit a proposal for market tuition rates for graduate-level courses offered online or through the university's continuing education unit when such courses constitute an approved degree program or college credit certificate program. Proposals shall be submitted to the budget committee for consideration by the committee during a November meeting.

(a) Proposals to charge market tuition rates for degree programs and college credit certificate programs shall be considered by the Board only if documentation is provided that demonstrates:

1. The programs have been approved in accordance with Regulation 8.011 and have established one or more separate market tuition rate student cohorts, each of which can be tracked for administrative and reporting purposes.
2. The programs do not lead to initial licensing or certification for occupational areas identified as state critical workforce need in the State University System of Florida Strategic Plan, 2005-2013, Areas of Programmatic Strategic Emphasis, as amended in 2009. A university may request establishment of market tuition rates for such programs for non-residents if such programs do not adversely impact development of other programs for Florida residents. A university, upon a written request for a special exception from the Chancellor, may submit a proposal for market tuition rate for a program leading to initial licensing or certification in a state critical workforce need area if it can be demonstrated to increase the number of graduates in the state.
3. The program admission and graduation requirements shall be the same as similar programs funded by state appropriations.

(b) If approved by the Board, the university shall operate these programs for a pilot period in order to collect sufficient information to determine the merit and success of market tuition rate courses. During the pilot period, the Board shall approve no more than five new graduate-level degree programs or college credit certificate program proposals per academic year. After three years, the university shall present its findings to the Board budget committee. The university findings shall include, but not be limited to, program enrollments, degrees produced, and enrollments in similar state funded programs. The budget committee will then make any appropriate recommendations to the Board for changes of market tuition rates programs.

(c) The proposal for market tuition rate programs shall be submitted in a format designated by the Chancellor and include at a minimum:

1. A description of the program and its compliance with the requirements outlined in (15)(a).
2. An explanation of the process used to determine the market tuition rate and the tuition at similar programs from at least five other institutions, including both private and public.
3. A description of similar programs offered by other state university system institutions.
4. An estimate of the market tuition rate to be charged over the next three years. Any annual increase shall be no more than 15 percent over the preceding year.
5. A description of how offering the proposed program at market tuition rate is aligned with the mission of the university.
6. An explanation and declaratory statement that offering the proposed program at market tuition rate does not increase the state's fiscal liability or obligation.
7. An explanation of any differentiation in rate between resident and non-resident students paying market tuition rate.
8. An explanation of any proposed restrictions, limitations, or conditions to be placed on the program.
9. A description of any outcome measures that will be used to determine the success of the proposal.
10. In addition, the following information will be included with the proposal:
    a. An explanation of how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.
    b. A baseline of current enrollments, including a breakout of resident and nonresident enrollment, in similar state-funded courses.
    c. An estimation of the economic impact that implementation of the proposal will have on the university and the student by identifying the incremental revenue the university anticipates collecting if the proposal is approved.
    d. A description of how revenues will be spent, including whether any private vendors will be utilized, and which budget entity the funds will be budgeted.

(d) The Board of Governors will act upon the budget committee recommendation at the next scheduled meeting. If a university board of trustees' proposal is denied, within five days, the university board of trustees may request reconsideration by the Board's Tuition Appeals Committee,

which shall consist of the Chair of the Board and the Chair of each Board committee. The Tuition Appeals Committee will meet within ten days after the Board of Governors' denial to consider a university board of trustees request for reconsideration.

(e) If a university charges a market tuition rate for a course within an approved program, preference shall be given to Florida residents in the admission process for similar state funded programs.

(f) Enrollments and degrees granted in market tuition rate program cohorts shall be reported in a manner to be determined by the Chancellor.

(g) Credit hours generated by courses in market tuition rate program cohorts shall not be reported as fundable credit hours and all costs shall be recouped within the market tuition rate.

(h) Programs and associated courses approved for market tuition rate shall not supplant existing university offerings funded by state appropriations.

(i) Each university approved to offer market tuition rates shall provide an annual status report in a format designated by the Chancellor.

Authority: Section 7(d), Art. IX, Fla. Const.; History–Formerly BOR Rule 6C-7.001, Adopted 4-8-79, Renumbered 12-16-74, Amended 6-28-76, 7-4-78, 8-6-79, 9-28-81, 12-14-83, 7-25-84, 10-2-84, 10-7-85, Formerly 6C-7.01, Amended 12-25-86, 11-16-87, 10-19-88, 10-17-89, 10-15-90, 9-15-91, 1-8-92, 11-9-92, 7-22-93, 8-1-94, 11-29-94, 4-16-96, 8-12-96, 9-30-97, 12-15-97, 8-11-98, 9-30-98, 8-12-99, 8-3-00, 8-28-00, 8-12-01, Amended and Renumbered as 7.001 09-25-08, Amended 12-10-09, 11-04-10, 01-20-11, 9-15-11.

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University of Central Florida
Market Tuition Proposals
November, 2011

a. Professional Master of Science in Health Care Informatics

	University of Central Florida	**Proposal 1**
1	**Degree Program**	Professional Master of Science in Health Care Informatics - CIP 51.0706
2	**Has the program been approved pursuant to Regulation 8.011?**	Yes
3	**Does the program lead to initial licensing or certification?**	No
4	**Is the program identified as a state critical workforce need?**	No
5	**Are the program's admission & graduation requirements the same as other programs?**	Yes
6	**Current Tuition Rate (same for residents & non-residents)**	$29,466
7	**Proposed Market Tuition Rate**	$29,466
8	**5 Other Public/Private Rates for Similar Program:**	
9	Nova Southeastern University	$17,480
10	University of Illinois at Chicago	$33,300 - $35,520
11	University of Alabama at Birmingham	$26,175
12	Northwestern University	$37,785
13		
14	**Length of Program (SCH)**	36
15	**Student Enrollment (Headcount): Fall 2010**	
16	**Resident**	61
17	**Non-Resident**	5
18	**Total**	66
19	**Similar Program at other SUS Institutions** (if yes, provide university and program name)	No
20	University and program name:	
21	University and program name:	
22	University and program name:	
23	University and program name:	
24	**Different Rate for Resident vs. Non-Resident (NR)?**	No

University of Central Florida
Professional Master of Science in Health Care Informatics – CIP 51.0706

Date	
University Board of Trustees approval date:	September 28, 2011
Proposed Implementation Date (month/year):	January 2012

Market Tuition Rate Process

Explain the process used to determine market tuition.

The tuition for this program was determined by a systematic evaluation of five direct competitors, comparing their tuition costs as well as their curriculum and online availability. The average tuition cost for these five programs is approximately $29,240, which is slightly less than the UCF rate of $29,466. This rate positions UCF in the middle of the market and aligns the program with our closest curricular counterpart, the University of Alabama at Birmingham. The tuition at UAB is slightly less than the UCF proposed market tuition rate; however, students at UAB are required to visit Birmingham at least four times during the program for a total of 16 days. This travel is at the student's expense and adds to the cost of the program. The health care informatics degree program at UCF has alleviated the need for on-campus visits by employing technology to facilitate group interactions.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The mission statement for UCF is as follows: The University of Central Florida is a public multi-campus, metropolitan research university that stands for opportunity. The university anchors the central Florida city-state in meeting its economic, cultural, intellectual, environmental and societal needs by providing high-quality, broad-based education and experienced-based learning; pioneering scholarship and impactful research; enriched student development and leadership growth; and highly relevant continuing education and public service initiatives that address pressing local, state, national, and international issues in support of the global community.

Delivery of the health care informatics degree program supports the mission of the university and the Board of Governors in that it represents high-quality, broad-based education and experienced-based learning. In addition, the program offers highly relevant continuing education by meeting a critical workforce need for the State of Florida.

These statements address the Board of Governors' goals adopted from the State University System of Florida's Strategic Plan.

Goal 1: Access to and production of degrees. Since its inception in Fall 2009, the health care informatics degree program has enrolled approximately 150 students, providing access to a highly

specialized degree that is not offered at any other SUS University. The program is completely online, and it allows students from all over the state access to higher education.

Goal 2: Meeting statewide professional and workforce needs. As mentioned earlier, health care informatics is one of the state's critical workforce areas. In addition, the program has received tremendous response from employers in the area that are requesting students with the knowledge, skills, and abilities taught in the health care informatics degree program.

Goal 3: Building world-class academic programs and research capacity. The health care informatics program is establishing itself as an innovator in health care informatics education, and it is positioned to be a leader in this field. In 2013, the program will begin the Commission on Accreditation for Health Informatics and Information Management Education accreditation process and, when successful, will make the UCF health care informatics degree program one of only two accredited health care informatics programs in the country. The program supports a health care informatics research lab that facilitates faculty and student research.

Goal 4: Meeting community needs and fulfilling unique institutional responsibilities. The American Recovery and Reinvestment Act of 2009, established a mandate that all health care practitioners "meaningfully use" electronic health records to provide quality and cost effective care. This mandate put a tremendous strain on many communities to establish resources for providers attempting to meet the "meaningful use" requirement and to exchange health information. These communities require the skills of an informatician. The UCF health care informatics degree program will help meet these community needs by providing online distance education in health care informatics to students throughout the state while continuing to allow them to work. Further, by providing this education to out-of-state students, the UCF health care informatics degree program can help fill the national void of trained informaticians that can provide the health care community with advanced data mining and management skills as well as providing them with a thorough grounding in the clinical, management, and business aspects of the health care industry.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The health care informatics degree program will not increase the state's fiscal liabilities or obligations. Any unforeseen costs will be the responsibility of the College of Health and Public Affairs using non-E&G funds.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

No restrictions, limitations, or conditions are anticipated beyond those already stipulated by the Board of Governors' policy on market tuition.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

Success of market tuition for the health care informatics degree program will be measured using several metrics collected over a three-year review period including:

- number of students enrolled
- compliance with SACS standards for accreditation
- program revenues relative to program costs
- student satisfaction with the program
- employer satisfaction with the program
- number of degrees conferred

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The health care informatics degree program is a 20-month cohort based degree. As with most other cohort-based programs, classes are limited to students enrolled in the program, and the number of students admitted is tightly controlled. The program director and departmental chair work closely to ensure sufficient staffing for all programs within the department, with priority given to the health care informatics degree program.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Program Background:
The program is currently being offered through Continuing Education and both residents and non-residents are charges the same tuition rate. Although initially designed as cost recovery, due to increased demand and cost-saving strategies, revenues beyond simple cost-recovery are being achieved. Thus, the program is more appropriately classified as market tuition rate and no immediate increase in tuition rate is required.

Economic impact of proposal on the UCF and on student:
This program is unique to the UCF service area and will impact the economy of the university in two ways.
1) The proposed market tuition rate will generate additional revenues to support the program and the Department of Health Management and Informatics. These revenues will allow the department to make additional investments in faculty development, instructional support, and equipment for research and teaching.

2) Students graduating from this program are in high demand from industry. According to *US News and World Report* (2008), health care informatics is one of the fastest growing specialties within the area of health care. Further, 100 percent of all graduates from the first cohort have attained full-time employment with starting salaries ranging from $57,000 to $84,000.

Thus, not only are graduates of this program in high demand, they also attain starting salaries much higher than the national average. These students will likely be employed not only in the state of Florida but nationwide contributing to the tax base and infrastructure of their local economy.

Anticipated gross revenue:
Cohort 1= $29,466 x 40 students = $1,178,640
Cohort 2= $31,392 x 40 students = $1,255,680

How revenues will be spent:
The proposed market tuition rate revenues will be used to enhance the health care informatics degree program and the Department of Health Management and Informatics by hiring instructional support, investing in state of the art technologies, recruiting exceptional students, and investing in faculty development.

Will private vendors be used?
Several private vendors will continue to be used, including textbook publishers and wholesalers, food caterers, media outlets for promotion, and software vendors.

What budget entity will be used for the proposed program?
The health care informatics degree program budget will be administered by the Division of Continuing Education in cooperation with the College of Health and Public Affairs budget office, and it will have a designated auxiliary account.

Other Information

See Attached Supplemental Form

Florida International University
Market Tuition Proposals
November, 2011

a. Master of Science in Construction Management
b. Masters in Mass Communication – Global Strategic Management
c. Master of Science in Engineering Management
d. Master of Science in Finance
e. Executive Masters in Taxation

	Florida International University	Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
1	**Degree Program**	Master of Science in Construction Management (varying tuition rates depending on location)	Masters in Mass Communication- Global Strategic Communication track (online)	Master of Science in Engineering Management (varying tuition rates depending on location)	Master of Science in Finance	Executive Masters in Taxation
2	**Has the program been approved pursuant to Regulation 8.011?**	Yes	Yes	Yes	Yes	Yes
3	**Does the program lead to initial licensing or certification?**	No	No	No	No	No
4	**Is the program identified as a state critical workforce need?**	Yes, but does not lead to initial licensing	No	Yes, but does not lead to initial licensing	No	No
5	**Are the program's admission & graduation requirements the same as other programs?**	Yes	Yes	Yes	Yes	Yes
6	**Current Tuition Rate**	$20,000 R/ $14,000-21,000 NR	$0	$35,000 R/ $18,000 - 35,000 NR	$29,398 R/ $32,998 NR	$27,249 R/ $30,249 NR
7	**Proposed Market Tuition Rate**	up to $24,150 with up to 15% increase each year thereafter	up to $30,000 plus up to 15% each year therafter	up to $40,250 plus up to 15% each year thereafter	up to $38,000 plus up to 15% each year thereafter	up to $35,000 plus up to 15% each year thereafter
8	**5 Other Public/Private Rates for Similar Program:**					
9	University name and rate:	Drexel -$45,000	George Washington - $49,460	Penn State - $31,020	FSU - $13,000	UM - $48,000
10	University name and rate:	Alabama - $20,939 R/$33,677 NR	Drexel - $40,320	UM - $46,000	UF - $16,000	Nova Southeastern - $26,600
11	University name and rate:	UF $19,800	Seton Hall - $35,748	Fl Inst of Tech - $31,200	Univ of Tampa - $17,000	UCF - $10,000
12	University name and rate:	USC - $43,410	Marists University - $25,020	Purdue - $32,230	Univ of Houston - $17,500	FAU - $35,000
13	University name and rate:	Purdue - $16,707 R/ $46,986 NR	North Dakota - $13,170 R/ $21,461 NR	UF - $27,520	USF - $14,200	Arizona State - $34,000
14	**Length of Program (SCH)**	30	36	30	36	30
15	**Student Enrollment (Headcount):**					
16	**Resident**	0	0	14	69	74
17	**Non-Resident**	29	0	1	42	3
18	**Total**	29	new track	15	111	77
19	**Similar Program at other SUS Institutions** (if yes, provide university and program name)	Yes	No	Yes	Yes	Yes
20	University and program name:	UF		UF	UF	UCF
21	University and program name:				FSU	FAU
22	University and program name:				USF	
23	University and program name:					
24	**Different Rate for Resident vs. Non-Resident (NR)?**	$20,000 plus up to 15% increase online R/NR; $14,000 - $21,000 plus up to 15% increase NR (outside US) ; and up tp 15% each year thereafter	No	$35,000 plus up to 15% increase R/ $35,000 plus up to 15% increase NR (US)/ $18,000 plus up to 15% increase NR (outside US); and up tp 15% each year thereafter	$29,398 plus up to 15% increase R/ $32,998 plus up to 15% increase NR ; and up tp 15% each year thereafter. $29,298 online R/NR	$27,249 plus up to 15% increase R/ $30,219 plus up to 15% increase NR ; and up tp 15% each year thereafter

University: Florida International University
Program: Master of Science in Construction Management

Date	
University Board of Trustees approval date:	June 4, 2010
Proposed Implementation Date (month/year):	August 2012

Market Tuition Rate Process

Explain the process used to determine market tuition.

The market tuition for the Master of Science in Construction Management was determined by benchmarking against other professional management programs nationally and throughout the State of Florida and incorporating all associated costs of managing this program.

The Master of Science in Construction Management is a 36 credit program. The program provides advanced knowledge and necessary skills to be successful as a manager and/or executive. The program is designed to accommodate graduates from other disciplines.

This degree program is currently offered using E&G funding as well on a cost recovery basis through continuing education. The program that uses E&G funding is offered on campus in a classroom setting as well as offered to resident students in an online format. The program that is offered on a cost recovery basis through continuing education is the online for nonresidents.

The proposal for market tuition rate applies to the online program for nonresidents and to programs that will be offered off campus in the US and outside of the US. These off campus programs will be offered in a classroom setting. In 2010-11, there were 29 nonresidents in the online program. There was no enrollment in the off campus programs.

The enrollments given in the spreadsheet are 2010-11 enrollments in the online program. Projected growth in market tuition rate programs are 15 residents and 59 non-residents.

For 2012-13, the market tuition rate for the Master of Science in Construction Management program offered in a regular classroom setting in an off campus location in the US will be $20,000 for residents and nonresidents and for nonresidents enrolled in the online program. For nonresidents who enroll in programs offered outside of the US, the market tuition rate will range from $14,000 (Panama) to $21,000 (Dominican Republic). All of these may be adjusted by up to 15% for 2012-13 and each year thereafter.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The market rate tuition will enable the Master of Science in Construction Management program to provide the students with better support such as career services, greater number of graduate teaching assistants, and professional development for faculty enhancing FIU's commitment to providing quality learning, state-of-the-art research and creative activity, and problem-solving engagement.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The policy will not increase the state's fiscal liability or obligation for this program.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

There are not any proposed restrictions, limitations or conditions on the policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The university will monitor success of the policy using two metrics: 1) Increase in the number of students enrolled and 2) Increase student satisfaction levels. Retention and graduation rates are currently accountability measures for all programs. The EBI Survey will be used to measure student satisfaction.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The program will be managed in a lock-step cohort format which will ensure that sufficient courses are available to meet student demand and facilitate completion of the program. All instruction and program administration will be performed by University faculty and staff.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

This proposal will allow the University to offer the program and provide a needed service to the community. It is expected that the program will generate $1.9 million during the one year program. The revenue will be spent to cover the direct and indirect instructional costs, program administration, enhance student, career and academic services, marketing, professional development, facility rental, and support university and college initiatives. The funds will be budgeted between in the auxiliary enterprise.

Other Information

See Attached Supplemental Form

University: Florida International University

Program: Master in Mass Communication – Global Strategic Communications

Date	
University Board of Trustees approval date:	June 21, 2011
Proposed Implementation Date (month/year):	August 2012

Market Tuition Rate Process

Explain the process used to determine market tuition.

The market tuition for the online version of the Master in Mass Communication – Global Strategic Communications (MSGSC) was determined by benchmarking against other professional management programs nationally and throughout the State of Florida and incorporating all associated costs of managing this program.

The MSGSC is a 36 credit program. It combines the traditional courses of a master of science in mass communications such as communications research and communications theories, with courses in global communications and strategic decision making. The orientation of the graduate program is primarily professional, not theoretical.

This degree program is offered as a E&G funded program as well as a cost recovery program through continuing education. Currently, the program is offered on campus and off campus in a classroom setting. The market tuition rate proposal will apply to the program that will be offered online.

No enrollment figures were given in the spreadsheet since the online Master in Mass Communication-Global Strategic Communications will be a new program offering. The enrollment in 2010-11 for the E&G funded program was 210. Enrollment in the new online, market tuition rate Master in Mass Communication is expected to be 20 students per year.

There is no difference in the resident and non-resident market tuition rate. The market rate tuition may be adjusted by up to 15% for 2012-13 and each year thereafter.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The market tuition rate will enable the Master in Mass Communication – Global Strategic Communications track to provide the students with better support such as career services, greater number of graduate teaching assistants, and professional development for faculty

enhancing FIU's commitment to providing quality learning, state-of-the-art research and creative activity, and problem-solving engagement.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The policy will not increase the state's fiscal liability or obligation for this program.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

There are not any proposed restrictions, limitations or conditions on the policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The university will monitor success of the policy using two metrics: 1) Increase in the number of students enrolled and 2) Increase student satisfaction levels. Retention and graduation rates are currently accountability measures for all programs. A survey will be used to measure student satisfaction.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The program will be managed in a lock-step cohort format which will ensure that sufficient courses are available to meet student demand and facilitate completion of the program. All instruction and program administration will be performed by University faculty and staff.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

This proposal will allow the University to offer the program and provide a needed service to the community. It is expected that the program will generate $600,000 during the 18 month program. The revenue will be spent to cover the direct and indirect instructional costs,

program administration, enhance student, career and academic services, marketing, professional development, facility rental, and support university and college initiatives. No private vendors will be used and the funds will be budgeted in the auxiliary enterprise.

Other Information

See Attached Supplemental Form

University: Florida International University
Program: Master of Science in Engineering Management

Date	
University Board of Trustees approval date:	June 21, 2011
Proposed Implementation Date (month/year):	August 2012

Market Tuition Rate Process

Explain the process used to determine market tuition.

The market tuition for the Master of Science in Engineering Management was determined by benchmarking against other professional management programs nationally and throughout the State of Florida and incorporating all associated costs of managing this program.

The Master of Science in Engineering Management requires 30 credit hours of course work. The program is designed to offer engineers the opportunity to advance to managerial positions by blending graduate courses in business, engineering and law.

Currently, the Master of Science in Engineering Management is offered both using E&G funding as well on a cost recovery basis through continuing education. Market tuition rates will be applied to the programs currently offered on a cost recovery basis through continuing education. The programs currently offered on a cost recovery basis through continuing education are offered off-campus, both here in the US as well as outside of the US, in a classroom setting.

The enrollment figure in the spreadsheet is for the programs offered on a cost recovery basis through continuing education. Enrollment in cohorts that charge market tuition rates are expected to increase to 30.

For the market tuition rate program offered off-campus in the US, the rate for resident and non-resident students will be $35,000 in 2012-13. For the market tuition rate program offered outside of the US, the rate for non-resident students will be $18,000 in 2012-13. All of these may be adjusted by up to 15% for 2012-13 and each year thereafter.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The market rate tuition will enable the Master of Science in Engineering Management program to provide the students with better support such as career services, greater number

of graduate teaching assistants, and professional development for faculty enhancing FIU's commitment to providing quality learning, state-of-the-art research and creative activity, and problem-solving engagement.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The policy will not increase the state's fiscal liability or obligation for this program.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

There are not any proposed restrictions, limitations or conditions on the policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The university will monitor success of the policy using two metrics: 1) Increase in the number of students enrolled and 2) Increase student satisfaction levels. Retention and graduation rates are currently accountability measures for all programs. A survey will be used to measure student satisfaction.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The program will be managed in a lock-step cohort format which will ensure that sufficient courses are available to meet student demand and facilitate completion of the program. All instruction and program administration will be performed by University faculty and staff.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

This proposal will allow the University to offer the program and provide a needed service to the community. It is expected that the program will generate approximately $500,000 during

the one year program. The revenue will be spent to cover the direct and indirect instructional costs, program administration, enhance student, career and academic services, marketing, professional development, facility rental, and support university and college initiatives. The funds will be budgeted between in the auxiliary enterprise.

Other Information

See Attached Supplemental Form

University: Florida International University
Program: Master of Science in Finance

Date	
University Board of Trustees approval date:	June 4, 2010
Proposed Implementation Date (month/year):	August 2012

Market Tuition Rate Process

Explain the process used to determine market tuition.

The market tuition for the Master of Science in Finance was determined by benchmarking against other professional management programs nationally and throughout the State of Florida and incorporating all associated costs of managing this program.

The Master of Science in Finance is a one-year program that provides a strong foundation in financial theory and practice and the analytical skills required to pursue a career in the finance field.

This degree program is offered as a tuition plus, cost recovery program through continuing education. Currently, the program is offered on campus and off campus in a classroom setting. Plans are to offer the degree program online as well. The proposal is for all cohorts in this degree program to be offered at market tuition rates.

The enrollments in the spreadsheet are 2010-11 enrollments for all cohorts in the tuition plus, cost recovery program offered through continuing education. Growth in enrollment will be through the online program. Once it is launched, enrollment is expected to be 50 students per year.

For 2012-13, the resident market tuition rate for the Master of Science in Finance degree program offered in a regular classroom setting for residents will be $29,398. For non-residents, the market tuition rate will be $32,998. The tuition for the online program will have the same rate for residents and non-residents of $29,398. All of these may be adjusted by up to 15% for 2012-13 and each year thereafter.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The market rate tuition will enable the Master of Science in Finance program to provide the students with better support such as career services, greater number of graduate teaching assistants, and professional development for faculty enhancing FIU's commitment to

providing quality learning, state-of-the-art research and creative activity, and problem-solving engagement.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The policy will not increase the state's fiscal liability or obligation for this program.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

There are not any proposed restrictions, limitations or conditions on the policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The university will monitor success of the policy using two metrics: 1) Increase in the number of students enrolled and 2) Increase student satisfaction levels. Retention and graduation rates are currently accountability measures for all programs. The EBI Survey will be used to measure student satisfaction.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The program will be managed in a lock-step cohort format which will ensure that sufficient courses are available to meet student demand and facilitate completion of the program. All instruction and program administration will be performed by University faculty and staff.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

This proposal will allow the University to offer the program and provide a needed service to the community. It is expected that the program will generate total revenue of approximately $3.3 million during the one year program. The revenue will be spent to cover the direct and

indirect instructional costs, program administration, enhance student, career and academic services, marketing, professional development, facility rental, and university and college initiatives. A vendor will not be used. The funds will be budgeted in the auxiliary enterprise.

Other Information

See Attached Supplemental Form

University: Florida International University
Program: Master of Science in Taxation

Date	
University Board of Trustees approval date:	June 4, 2010
Proposed Implementation Date (month/year):	August 2012

Market Tuition Rate Process

Explain the process used to determine market tuition.

The market tuition for the Master of Science in Taxation was determined by benchmarking against other professional management programs nationally and throughout the State of Florida and incorporating all associated costs of managing this program.

The Master of Science in Taxation is a one-year program that prepares students for the CPA exam and for a career as a tax executive.

This degree program is offered as a tuition plus, cost recovery program through continuing education. Currently, the program is offered on campus in a classroom setting. The proposal is to offer this program as a market tuition rate program. The proposal also covers any additional cohorts that may be offered off campus in a classroom setting.

The enrollments in the spreadsheet are 2010-11 enrollments in the tuition plus, cost recovery program offered through continuing education. Additional enrollment of 35 per year is expected once the program is offered as a market tuition rate program.

For 2012-13, the resident market tuition rate for the Master of Science in Taxation degree program offered in a regular classroom setting for residents will be $27,249. For non-residents, the market tuition rate will be $30,249. All of these may be adjusted by up to 15% for 2012-13 and each year thereafter.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The market rate tuition will enable the Master of Science in Taxation program to provide the students with better support such as career services, greater number of graduate teaching assistants, and professional development for faculty enhancing FIU's commitment to providing quality learning, state-of-the-art research and creative activity, and problem-solving engagement.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The policy will not increase the state's fiscal liability or obligation for this program.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

There are not any proposed restrictions, limitations or conditions on the policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The university will monitor success of the policy using two metrics: 1) Increase in the number of students enrolled and 2) Increase student satisfaction levels. Retention and graduation rates are currently accountability measures for all programs. The EBI Survey will be used to measure student satisfaction.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The program will be managed in a lock-step cohort format which will ensure that sufficient courses are available to meet student demand and facilitate completion of the program. All instruction and program administration will be performed by University faculty and staff.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

This proposal will allow the University to offer the program and provide a needed service to the community. It is expected that the program will generate total revenue of approximately $2 million during the one year program. The revenue will be spent to cover the direct and indirect instructional costs, program administration, enhance student, career and academic services, marketing, professional development, facility rental, and university and college

initiatives. A vendor will not be used. The funds will be budgeted in the auxiliary enterprise.
Other Information
See Attached Supplemental Form

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Florida State University
Market Tuition Proposals
November, 2011

a. Master in Criminal Justice
b. MS Program in Instructional Systems
c. Graduate Certificate in Project Management
d. School of Communication Science and Disorders' Bridge Certificate Program

	Florida State University	Proposal 1	Proposal 2	Proposal 3	Proposal 4
1	**Degree Program**	Master in Criminal Justice Studies	Master of Science in Instructional Systems	College of Communication and Information Project Management Certificate Program	Communication Science and Disorders' Bridge Certificate Program
2	**Has the program been approved pursuant to Regulation 8.011?**	Yes	Yes	Yes	Yes
3	**Does the program lead to initial licensing or certification?**	No	No	No	No
4	**Is the program identified as a state critical workforce need?**	No	No	No	No
5	**Are the program's admission & graduation requirements the same as other programs?**	Yes	Yes	Yes	Yes
6	**Current Tuition Rate**	$1,114.68	$1,090	$1,107.84	$1,095
7	**Proposed Market Tuition Rate**	up to $513.34	up to $544.19	up to $795	up to $463
8	**5 Other Public/Private Rates for Similar Program:**				
9	University name and rate:	Boston Univ-$790	Indiana University - $391.61/SCH	Penn State Univ - $1004	East Carolina State University $718 per sch
10	University name and rate:	Univ of Cincinnati - $467	San Diego State University - $400/SCH	Boston Univ - $803.33	Texas Women's University $526 per sch
11	University name and rate:	St. Joseph's Univ - $760	Boise State University - $379.33/SCH	UMUC - $678.66	
12	University name and rate:	Michigan State University - $612	Walden University - $460/SCH	Western Car. Univ - $655.54	
13	University name and rate:	Regis University - $550	Penn State - $716/SCH	Univ of Wisc., Pl. - $610	
			Capella University - $415/SCH	$12.00	
14	**Length of Program (SCH)**	36	36	12	24
15	**Student Enrollment (Headcount):** All E&G except for Proposal 3 which are continuing education enrollments.				
16	**Resident**	90	23	51	5
17	**Non-Resident**	6	0	6	47
18	**Total**	96	23	57	52
19	**Similar Program at other SUS Institutions** (if yes, provide university and program name)	Yes	Yes	No	None at the graduate level. However, there is an undergraduate program at USF that lists prerequisites for non-majors
20	University and program name:	Florida International University - Master of Criminal Justice	UF - MEd in Educational Technology	N/A	University of South Florida - no name given - USF has identified 7 undergraduate courses as prerequisites for non-majors who want to apply to the USF master's program
21	University and program name:	Florida- Master of Science in Criminal Justice	UCF - MA in Instructional Technology	N/A	
22	University and program name:			N/A	
23	University and program name:				
24	**Different Rate for Resident vs. Non-Resident (NR)?**	Market Rate Program intended only for non-residents. Florida residents will pay less through in-state fundable rates	Market Rate Program intended only for non-residents. Florida residents will pay less through in-state fundable rates	Market Rate Program intended only for non-residents. Florida residents will pay less through in-state fundable rates	Market Rate Program intended only for non-residents. Florida residents will pay less through in-state fundable rates

University: Florida State University
Program: Online Master's in Criminal Justice

Date	
University Board of Trustees approval date:	November 1, 2011
Proposed Implementation Date (month/year):	Fall 2012

Market Tuition Rate Process

Explain the process used to determine market tuition.

The College of Criminology and Criminal Justice requests market rate tuition for out-of-state student (OOS) credit hours generated by **the Online Master's in Criminal Justice Program**.
The College researched tuition rates among the top twelve public and private online criminal justice programs and found our online master's has the highest average program cost for non-residents among the institutions surveyed (table 1).

Table 1. Online Criminology & Criminal Justice Masters Programs		Average Online Tuition by Credit Hour	Average Program Cost for Nonresidents
Boston University	Public	$ 790.00	$ 31,600.00
University of Cincinnati	Public	$ 467.00	$ 22,416.00
St. Joseph's University	Private	$ 760.00	$ 22,800.00
Michigan State University	Public	$ 612.00	$ 18,360.00
Florida State University	Public	$ 1,114.68	$ 40,314.24
Regis University	Private	$ 550.00	$ 19,800.00
University of Massachusetts	Public	$ 530.00	$ 17,490.00
Loyola University New Orleans	Private	$ 744.00	$ 26,784.00
University of Colorado Denver	Public	$ 520.00	$ 18,720.00
Arizona State University	Public	$ 445.00	$ 14,685.00
Univ. of Louisiana at Monroe	Public	$ 463.00	$ 15,279.00
University of Wisconsin Platteville	Public	$ 610.00	$ 18,300.00

Because the online master's program is a state fundable program, tuition for non-residents is charged at the state fundable rate of $1,114.68 per credit hour making it costly for non-residents compared to other top online programs. A review of tuition costs at the two other SUS online criminal justice master's programs; Florida International University and the University of Central Florida, show similarly high tuition costs for non-residents thereby reducing their ability to attract non-residents.

Other SUS Online CJ Masters	Average p/credit hr cost	Average Program Cost
FIU – includes $299 DL Fee per course	$ 1,003.69	$ 36,133
UCF – includes $18 p/hr DL fee	$ 1,163.01	$ 41,868

The high tuition cost has impeded our ability to recruit OOS students in the online program where non-residents currently make up just 6% of students.

We are requesting that our market rate be $513.34 for Fall 2012 and adjusted annually to match any actual cost increases in the program not to exceed 15% per year.

Charging a market tuition rate will allow the college to market our online master's program to non-residents at a nationally competitive rate. Non-resident students who are attracted to our College based on our reputation and #1 national ranking but who have found the cost of attendance too prohibitive will now be able enroll. Our goal is to continue to grow our online master's program and to bring in a more diverse group of students by enrolling a higher number of students from out-of-state.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The Florida Board of Governors established the four following State University System goals, (1) access to and production of degrees, (2) meeting statewide professional and workforce needs, (3) building world-class academic programs and research capacity, and (4) meeting community needs and fulfilling unique institutional responsibilities. The College of Criminology and Criminal Justice's proposal to offer the online master's to non-residents at market rate aligns with all four of the Board's established goals. Specifically, by offering the program at market rate will increase access to and number of degrees for non-residents enrolling in the program, assist the College in extending its #1 national/international program ranking through the use of increased revenue resulting from non-resident enrollment growth, and help meet state and national community needs by providing world-class education thereby preparing graduates as community, state and national leaders.

Distance learning programs in criminology and criminal justice have rapidly expanded throughout the nation in the past decade. However, the educational quality of these programs has been very uneven. Specifically, many of the programs do not employ academic/research criminologists with established records in graduate teaching and research publications. Florida State began offering its online master's in criminal justice in 1999, and has experienced a steady growth of in-state students. However, tuition for non-residents is the highest compared to the other criminology or criminal justice DL programs. Therefore, switching to market rates will reduce tuition and make our program more accessible to a substantially new market of students throughout the nation.

Further, our distance learning program, like our on-campus program, is taught by our outstanding research and teaching faculty and, therefore, will provide enrolled students with cutting-edge education relevant to their career aspirations and community and state workforce needs. Finally, the anticipated

revenues due to enrollment growth of non-residents will be used to help and support and further increase our excellence for our existing campus students and traditional statewide mission. Very importantly, market rate tuition will be used to target a new student audience and will not have any anticipated impact on our state fundable students.

As a national leader, the College of Criminology and Criminal Justice sets the standard for education and scholarship in the study of crime and criminal justice. Its vision is to create and disseminate knowledge that significantly contributes to the field of criminology, informs public policy, and educates students who become leaders in America's response to crime. It is one of the major academic criminology programs in the country, with unprecedented levels of faculty research, external research funding, and a strong demand for its undergraduate and graduate programs. The College was recently ranked # 1 among all criminology and criminal justice programs for faculty research, *Journal of Criminal Justice Education 22(1)43–66, 2011*.

The College continues to build upon the success it has achieved over the last several years, including achieving national recognition as the top academic criminology program in the country by focusing its teaching and research mission on graduate education and theory and public policy research. Growth in our online masters program is a reflection of that success.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

Market rate tuition for non-residents in the online master's in criminal justice studies will not increase the state's fiscal liability or obligation.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Market rate tuition will apply only to non-resident students in the online master's in criminal justice studies program residing outside of the state who are not considered Florida residents for tuition purposes. Market rate tuition will be available to the 6 currently enrolled non-resident students in the online program since it will result in a cost savings and encourage them to complete the program.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The success of the market rate tuition program will be determined by an increase in non-resident enrollment. We anticipate a 50% enrollment growth in the first year of non-residents and 15-20% after the first year based on the strong demand shown by in-state online master's students. The College will track student credit hours through the University's Institutional Research Office.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

Online courses for the masters in criminal justice studies already exist. The College will establish OOS course sections for non-residents. The revenue from OOS/distance learning will be used to develop new courses for online delivery to meet student demand as well as to expand our faculty.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Based on the current number of non-resident students in the online program, we anticipate first year revenue to be $64,680 with growth tied to 50% non-resident enrollment increases in the first year followed by 15-20% increases in the out years. The revenue will be used to pay for online master's program costs for OOS course sections. These costs include the hiring of faculty, graduate assistants, operational costs such as phone lines, computer equipment, and marketing to non-resident students. Residual revenue from market rate tuition will be used to support state funded graduate and undergraduate students through the expansion of faculty lines, hiring of additional graduate research and teaching assistants and support for the graduate and undergraduate programs. Market rate tuition will be collected in an auxiliary account and managed by Academic and Professional Program Services, and the College of Criminology and Criminal Justice. We expect market rate tuition to have a positive economic impact on the College. In a time of shrinking state resources competitively pricing non-resident, non fundable, courses based on market prices is a fiscally sound decision because of the anticipated increased revenue that stands to benefit our existing campus students and traditional statewide mission.

Other Information

See Attached Supplemental Form

CIP Code: 43.0104

All enrollments reported are current E&G enrollments and is offered only in an online format.

University: The Florida State University
Program: MS program in Instructional Systems

Date	
University Board of Trustees approval date:	November 1, 2011
Proposed Implementation Date (month/year):	Fall 2012

Market Tuition Rate Process

Explain the process used to determine market tuition.

To determine market tuition, we considered the following factors:

- Cost of out-of-state direct competitor programs
- Cost of closest SUS competitor program (UF)

We have selected a rate of up to $544.19 per sch that is higher than most (but not all) competitor programs, yet still competitive with them, and which matches the cost of our closest SUS competitor program.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The proposed online **MS program in Instructional Systems** at market tuition contributes to at least two goals of the BOG strategic plan. Specifically, the proposal will increase access to and production of the MS degree in Instructional Systems by attracting non-resident students who are currently going elsewhere for this career preparation (Goal 1).

Attracting more students will enable us to build on an already world-class academic program (Goal 3). More applicants will enable us to be more selective in enrollment. Higher enrollment will enable us to offer teaching assistantship opportunities to our doctoral students, thus strengthening the doctoral program. Finally, higher enrollment will enable us to expand our position as a leading institution examining issues related to distance learning development and effectiveness.

This proposal also aligns with Strategic Priorities of FSU to recruit and graduate outstanding and diverse students (S.P. 1.0) and to build the university's national reputation (S.P. 8.0) by attracting additional out-of-state students. A possible additional outcome is that some of the non-resident students may choose to relocate to Florida, because the skills they gain through the online MS Instructional Systems program will enhance their marketability for e-learning positions in companies headquartered in Florida that hire our graduates.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

This policy will not increase the state's fiscal liability or obligation.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

This policy will apply to all out-of-state students enrolled in the online Master of Science degree program.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

Application, admission, and enrollment rates will be monitored. Our goals include, 1) increasing the overall enrollment of students in the online MS program, and 2) increasing the proportion of non-resident students in the online MS program. We believe we can continue to provide a high quality program with an enrollment more than twice the current enrollment (target =60). Our goal is for the number of non-resident students to exceed the number of resident students in the online MS program. Another indicator of success that we intend to monitor is the rate of matriculation of highly qualified MS students into the Instructional Systems doctoral program.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

At the present time, the typical online course offered in the Master of Science in Instructional Systems program has 5-8 open seats, thus we feel confident we would have sufficient courses available to meet demand. Additionally, we are able to add new course sections taught by adjuncts and/or open up existing sections to additional students as needed. We will continue to hire teaching assistants using the auxiliary fee to help accommodate additional students and maintain a quality course experience through a low instructional team – student ratio.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

This proposal will have the following impacts:

- It will make the online Master of Science degree program in Instructional Systems a feasible and affordable option for more students. This program had a higher non-resident enrollment when waivers were used to support non-resident students. The reduction in waivers combined with an increasing number of competitor programs with lower tuition rates resulted in declining enrollments. Further, the Academic Common Market also has dwindled as an attractor for non-resident students due to fewer states approving our program as lower cost competitor programs became available in those states.
- It will attract additional students to this program, who likely would have enrolled in lower-priced online programs or local campus-based programs instead of our program. The Florida State University Instructional Systems program is a leading program in the field, consistently ranked first or second nationally, but our high non-resident tuition rates make the online program unattractive to students outside the state of Florida.
- The addition of students to the online Masters degree program will have a positive effect on the health of the Instructional Systems program at large. Additional students and auxiliary fees will mean increased course offerings, which will benefit current students, as well as create opportunities to hire Instructional Systems PhD students as teaching assistants for the online classes.
- Because the program already exists, there will be no new course development nor any need to use private vendors.
- The funds collected will be budgeted to the Instructional Systems program and will be used to support and strengthen the campus-based program as well as the online program.

Other Information

See Attached Supplemental Form
CIP Code: 13.0501
All enrollments reported are current E&G enrollments. The non-resident tuition for the campus enrollments would remain the same. The campus and online students represent very different populations. Campus students are full-time, online are part-time. Each typically has a strong preference/need for taking courses via a particular modality.

University: Florida State University
Program: Graduate Certificate in Project Management Program

Date	
University Board of Trustees approval date:	November 1, 2011
Proposed Implementation Date (month/year):	Summer 2012 (if possible); otherwise Fall 2012

Market Tuition Rate Process

Explain the process used to determine market tuition.

The Florida State University **College of Communication and Information (CCI) Graduate Certificate in Project Management Program** requests market tuition rates for its distance education (online) programs to non-Florida residents.

The certificate program requires students to complete four 3-credit graduate courses relating to project management: Introduction to Project Management, Advanced Project Management, and two additional courses from an approved list. The credit certificate program was designed and implemented, and is administered, by CCI's FSU-wide Project Management Center, a Registered Education Provider (REP) of the Project Management Institute (PMI). The program's focus is integrating academic and practitioner perspectives to the benefit of students.

CCI's Graduate Certificate in Project Management was established in 2005. To date, 125 certificates have been awarded. There are currently 30-40 students working towards this certificate. While the initial courses were all classroom courses, distance education (online) courses have been introduced and plans include increasingly facilitating the completion of certificates online.

Regulation 7.001 Tuition and Associated Fees (15)(a) compliance documentation follows:

- Has the Program been approved pursuant to Regulation 8.011?- **Yes**
- Does the Program lead to initial licensing or certification?- **No**
- Is the program identified as a state critical workforce need? -**No**
- Are the program's admission and graduation requirements the same as other similar programs? - **Yes**

Note: The Project Management Institute offers certification in project management. This certification requires coursework, passing a certification exam and documented on-the-job project management experience. Our courses can be used to satisfy the coursework

requirements.

An explanation of the process used to determine the market tuition rate follows. This process was initiated with a policy review, followed by a market analysis, and concluded with a competitive analysis.

First, an internal policy review was conducted. A determination was made to apply market tuition rates only to distance education (online) students who are non-Florida residents for tuition purposes. CCI's 2011-2012 non-resident graduate tuition rate for certificate program distance learning courses is currently $1,107.84 per credit hour (including fees).

Next a market analysis was conducted to determine which institutions offer **online for-credit graduate** distance education project management certificate programs and what their 2011-2012 tuition rates are for courses.

The market analysis established that there are five universities currently offering **online for-credit graduate** project management certificate programs in the U.S.:

University/Type	**Non-resident Distance Education Tuition per Credit Hour (all fees)**
Penn State University (Public)	$1004 per credit hour
Boston University (Private)	$803.33 per credit hour
University of Maryland, University College (Public)	$678.66 per credit hour
Western Carolina University (Public)	$655.54 per credit hour
University of Wisconsin, Platteville	$610 per credit hour

Note that there are relatively few **online graduate for-credit** project management certificate programs. Most of these programs above have been active less than three years.

Given the popularity of project management courses in academia, universities are, as well, offering somewhat similar certificate programs, including **classroom-only graduate for-credit** certificate programs and **online not-for-credit** certificate programs. A sampling follows:

University	**Private-Public, Online-Classroom, & Degree Status**	**Out-of-state Tuition per Credit Hour/CEU**
University of Colorado, Boulder	Public, **Classroom only**, Graduate	$1576. per credit hour
Villanova University	Private, Online, **Not-for-Credit**	$1498.75 per CEU Note: Non-credit curriculum
University of Akron	Public, **Classroom only**, Graduate	$740.55 per credit hour
University of Virginia	Public, **Classroom only**, Graduate	$740. per credit hour
University of Nebraska, Omaha	Public, **Classroom only**, Graduate	$622.50 per credit hour
University of California, Berkeley	Public, Online & Classroom, **Not-for-Credit**	$335.71 per CEU Note: Non-credit curriculum

Based on our search, it was determined that no other similar **online for-credit graduate** project management certificate programs are offered by other state university system (SUS) institutions within Florida.

Finally, a competitive analysis was conducted to determine what tuition rate would cover expenses and be competitive in the **online for-credit graduate school certificate program** marketplace. A strategic consideration for promoting academic excellence was determined to be attracting diverse and high-caliber out-of-state students. Online these students have many options as to which universities and programs to attend. As a consideration, we tried to competitively price our program to continue to attract these students and, as well, to position our program to be a market leader.

Before setting our proposed market price, we first evaluated the market pricing of our major online competitors. Based on this evaluation, we determined that $795 per credit hour was an appropriate market tuition rate for CCI's Graduate Certificate in Project Management Program online courses. This rate, while lower than the existing CCI non-resident rate, places our program courses near the top of online tuition nationally, though not at the top. Given

the quality of FSU's program, the expected demand in the marketplace, and the projected program costs, this market positioning rate was determined to be appropriate. Without a lowered market tuition rate, out-of-state high-caliber students could be discouraged from registering for CCI's courses, given the lower tuition rates available at comparable institutions. Without the lowered tuition rates, it would be more difficult for our program to compete regionally and nationally, especially as we extend its reach outside of Florida in the coming years.

An estimate of the market tuition rate to be charged over the next three years follows:

Year 1 - 2011-12 – up to $795 per out-of-state student credit hour
Year 2 - 2012-13 – up to $874.50 per out-of-state student credit hour - 10% estimated increase
Year 3 - 2013-14 – up to $962 per out-of-state student credit hour - 10% estimated increase

Note: We may reduce the increases if we determine that the cost is having a negative impact on demand.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

Offering the proposed program at market tuition aligns closely with the mission of the university and the Board strategic plan and furthers the market success of the proposed program in facilitating excellence in program delivery. The mission statement presented in the Florida State University Strategic Plan follows:
The Florida State University (FSU) preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity.

Market tuition will contribute to the program's excellence in teaching and service, outcomes prominently cited in the FSU mission statement. Also market tuition supports each of the 8 strategic priorities (SP) listed in the FSU strategic plan, especially SP4 ("Enhance research and creative endeavors") and SP 5.0 ("Foster academic excellence"). Market tuition will allow our program's innovative online project management courses to gain success in the marketplace and promote academic and practitioner excellence.

Likewise, market tuition aligns with the Board strategic plan, especially with the following

two Board of Governors goals:

- BOG2: Meeting statewide professional and workforce needs
  (project management skills are increasingly needed in the professional workplace to compete effectively)
- BOG3: Building world-class academic programs and research capacity)
  (the program provides an innovative world-class nexus of academic and practitioner perspectives)

This proposed program will enable FSU to improve the excellence of its online education programs in three ways:

1. As with most online professional programs, many of the targeted students are working within their professions but interested in earning additional professional credentials for advancing their careers. These students will come to us from diverse backgrounds throughout the U.S. The inclusion of these online students will enrich the program's learning environment.

2. Adding non-resident online students will allow the program to offer a much wider variety of courses than would otherwise be possible due to economic constraints. By allowing these students to help pay for the instruction, we can reduce the per student cost, employ more instructors, and facilitate more research. Without this market-rate program, Florida residents would bear the entire cost of operating this program.

3. Since 2005, this program has been a leader in the innovation of project management instruction at the graduate level. For instance, the program offered one of the nation's first for-credit graduate courses with a mapping to the Project Management Institute's certification exam topics, and one of the first for-credit graduate courses in advanced project management topics. The program is committed to adding new emerging topics of practitioner and academic interest. For instance, agile project management is an upcoming course. Funds from market tuition will enable the program to innovatively continue to push the forefront of online and classroom graduate project management education and the creating of a project management academic and practitioner center of excellence.

This program's online courses have a wide appeal to students outside the normal scope of FSU's reach, and high growth is expected in both enrollments and the degree of excellence in courses.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or

obligation:

This program will not increase the State's fiscal liability or obligation.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

1) This policy would apply only to all admitted students.
2) This policy would only apply to out-of-state students who are non-Florida residents for tuition purposes; and
3) This policy would only apply to distance education (online) courses.

Since residents of Florida are not included in this policy, no explanation of any differentiation in rates between resident and non-resident students is provided. This program will use standard tuition rates for resident students and only use market tuition rates for non-resident students enrolled in distance education courses.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

- Increase enrollment of non-resident students in distance education (online) courses by 400% in the next three years (from 6 to 30 students);
- Develop at least 1 new course for online delivery; and
- Add 1 student services position to facilitate recruiting, advising, research, and academic skills development for all certificate program courses.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The market tuition cohorts for non-resident students will run in tandem with state-funded cohorts for Florida residents. Low enrollments in the market tuition cohorts will not impact course cancellations since the cohorts are multi-listed within existing courses. The combined numbers of enrollments help ensure the availability of courses and allow students to complete the program on a timely basis. Over the last few years, this certificate program has been popular with students and CCI is committed to continued support for the program's stability and growth as it is a subject that is important to many of our other majors (Communication, Information Technology, Library and Information Studies).

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Most importantly, the market rate (reduced) tuition will enhance our ability to develop our program into one of the top programs in the nation for university based for-credit graduate online project management certificate programs. Also the proposed market tuition program would generate funds for the College of Communication and Information and ease restrictions on how these funds can be used. A market tuition program would allow the college to use the tuition generated to benefit all students in the department. As the enrollment expands, additional costs generated by that enrollment would be more than offset by the tuition collected.

A market tuition program would allow portions of revenue generated to pay for the following enhancements within the College:

- New course development and course enhancements ;
- Additional funding for support staff that cover many college programs ;
- Additional faculty lines to augment the number of offered courses;
- Improved technology to support online instruction;
- Additional research for the college ; and
- Additional marketing of program courses.

In summary, a market tuition program of this type would give non-resident students access to online educational opportunities at a fair and competitive price that is likely not available to students in their home states. Over the long run, the revenue generated by these non-resident students would increase the number of offered courses, resources, and opportunities for all students in the College. More faculty lines would lead to more course sections, higher capacity, and greater access to Florida resident students participating in state-funded courses. Additional staff could be hired, and research and marketing efforts could be increased, promoting excellence.

Other Information

See Attached Supplemental Form

The CIP code for the Project Management Certificate is 52.0211 when offered in business as a degree program, 11.1005 when offered in IT as a degree program.

This program is available on-campus. Out-of-state students are allowed to take the online classes if they wish. FSU allows students in the masters degree program to take courses in the format of their choice. The number of masters students who would move from out-of-state to Tallahassee to take a 4 course certificate is very small, especially if they can stay at home and take it online.

University: Florida State University

Program: School of Communication Science and Disorders' (SCSD) Bridge certificate distant-learning program

Date	
University Board of Trustees approval date:	November 1, 2011
Proposed Implementation Date (month/year):	Fall 2012

Market Tuition Rate Process

Explain the process used to determine market tuition.

The School of Communication Science and Disorders' (SCSD) Bridge certificate distance-learning program has been approved pursuant to regulation 8.011. It is a six course, four-credit per course program sequence across three semester (24 total credits) that provides the necessary background coursework to enable students to apply to a master's program in Speech-Language Pathology (SLP). Although there are some distance learning programs with similar missions across the US, FSU's Bridge program is one of the few to offer the coursework at the graduate level. SCSD specifically chose to offer the Bridge program at the graduate level to attract quality students who had completed their bachelor's degree in another field and were wishing to enter a master's program in SLP. These students tend to be highly motivated and dedicated; however, they typically do not have a program like this available to them and thus must go back to obtain a second bachelor's degree, resulting in more time and finances dedicated to their goal. It is essential that highly qualified individuals are able to access graduate programs in speech-language pathology given the high need for these certified speech-language pathologists in school and medical settings and the current (and projected long-term) extreme shortage of individuals to fill these positions.

The current in-state tuition rate for the Bridge program is $463 per student credit hour (total cost for program = $11,112; current tuition costs were determined by FSU's Academic and Professional Program Services). Out-of-state tuition is $1,095/credit hour (total cost = $26,280). Below we provide data on the only two other universities in the US that offer a program similar to Bridge at the graduate level.

University	# of credits	In-state tuition per credit	Total tuition costs for entire program (in-state)[1]	Out-of-state tuition per credit	Total tuition costs for entire program (out-of-state)	Program title
East Carolina State University	21	$189	$3,969	$718	$15,078	Distance Education-Communication Science and Disorders (non-

[1] Not including fees

						degree seeking students)
Texas Women's University	21 credits	$213	$4,473	$526	$11,046	TWU SLP Prerequisite Program
Florida State University	**24 credits**	**$463**	**$11,112**	**$1,095**	**$26,280**	**BRIDGE Program**

We are requesting that the Bridge program become a market rate program and that we can charge a per credit hour rate of up to $463. This will make us more competitive with the other universities and attract quality students from other states where either no such program exists or is considerably higher.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

FSU's Mission:

> Florida State University was founded in 1851, and has developed from one of the nation's pre-eminent women's colleges into a comprehensive graduate-research university offering a broad array of academic and professional programs at all degree levels.
>
> Florida State University disseminates, preserves, and expands knowledge in the sciences, technology, humanities, professions, and arts, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service. The university instills the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity.

The School of Communication Science and Disorder's Bridge certificate program has a long history of providing an outstanding graduate program. Indeed, it currently is ranked as 18th out of over 250 communication science and disorders programs in the United States (US News and World Reports). All students receive a rigorous educational program that prepares them to be critical thinkers and problem solvers who are prepared to enter graduate programs, become certified speech-language pathologists, and/or academicians/researchers.

This proposed market rate program will enable FSU's SCSD to make the Bridge program competitive and reduce the cost for all students, especially those in states where similar programs are not available, by making more efficient use of resources. It also will allow SCSD to improve the quality of all of its graduate-level programs, including:

1. Ensuring that students seeking to obtain the background knowledge necessary for applying to a

graduate program in speech-language pathology have the vehicle to do so.

2. Allowing Bridge students to pay for the instruction in the program, thus helping to reduce the per student costs.

3. Continuing its innovation in graduate education. This SCSD Bridge program is one of the first such programs in the US. It is pioneering new ways to improve SLP instruction via distance learning (e.g., streaming encrypted, privacy-protected videos of real-life SLP clinical cases). Funds from this program will enable us to continue to push the forefront of innovative teaching and use of technology for graduate level education.

4. Promoting cutting-edge research. Select SCSD faculty are examining pedagogical issues in distance learning. Funds from this program will enable us to move forward with these cutting-edge investigations quickly and effectively.

5. Ensuring the SCSD has full control of the program, given we must ensure all processes, materials, and videos involved are compliant with Health Insurance Portability and Accountability (HIPAA) requirements.

The SCSD's goals are to make our Bridge program, as well as all graduate-level programs, competitive and cost efficient for all students by making more effective use of resources. Currently, we are not able to efficiently use current Bridge resources because of limitations set by the current administrative structure. By moving the Bridge program into a market rate program, the SCSD will have more flexibility to address the needs of all faculty and students involved in our various graduate programs (Bridge, main-campus master's program, distance-learning master's program, doctoral program).

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

This market rate program will not increase the State's fiscal liability or obligation. It currently is not state-funded, and would continue to be self-supporting when approved as a market rate program. Additionally, it does not generate SCHs for the School. With this market rate program, the School would have the flexibility in setting the tuition rate and allow students from other states where such programs do not exist to further their education.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Market rate tuition will apply to all non-resident students in the online program. In the first two years, the enrollment in this market rate program will be limited to no more than 60 students per semester. This target enrollment number was set to ensure across time that the program can be sustained well and that faculty/student ratios are appropriate. Once we are

able to identify consistently the programs' operating procedures and costs, Bridge graduates' success at entering SLP graduate programs, and the availability of additional adjunct faculty, we will consider increasing enrollment figures.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The SCSD's goals are to make our Bridge program, as well as all graduate-level programs, competitive and cost efficient for all students by making more effective use of resources. To accomplish this we will make sure that we 1) maintain current enrollment levels in the Bridge Program and 2) that the graduates of the Bridge program meet the admissions standards for FSU (GRE, course preparation and grade point average).

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The SCSD will dedicate portions of staff FTE to the Bridge program (i.e., program advisor, program assistant, technology assistant) to ensure timely admission into and matriculation through the Bridge program. Further, because of funds from the Bridge program, these and other staff will increase the effectiveness of advising and technology assistance for students in all SCSD graduate-level programs.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

With the target rate of 60 Bridge students per semester, we anticipate the Bridge program will generate approximately $667,000 each year. Specifically, we expect the following revenue and expenses:

Estimated Revenue (across calendar year)	
Total Estimated Credit Hours	1,440
Proposed fee per SCH	$463 (in or out-of-state)
Total Estimated Revenue	**$667,720**

Estimated Expenses (across calendar year)	
Instruction	$120,000
Advising	$46,000
Recruiting	$70,000
Program Development	$56,000
Program Administration	$70,000
Technology	$100,000
Course Materials	$12,000
University approved fees (local fees if applicable)	$112,720
University support services	$80,000
Total Expenses	**$667,720**

Other Information

CIP Code: 51.0299

All enrollments reported are continuing education. This program is not available on-campus or as an E&G program.

University of Florida
Market Tuition Proposals
November, 2011

a. Master of Arts in Mass Communication
b. Master of Arts in Urban and Regional Planning
c. Master of Science in Soil and Water Science

	University of Florida	Proposal 1	Proposal 2	Proposal 3
1	**Degree Program**	Master of Arts in Mass Communication	Master of Arts in Urban and Regional Planning	Master of Science in Soil and Water (Environmental Science)
2	**Has the program been approved pursuant to Regulation 8.011?**	Yes	Yes	Yes
3	**Does the program lead to initial licensing or certification?**	No	No	No
4	**Is the program identified as a state critical workforce need?**	No	No	no
5	**Are the program's admission & graduation requirements the same as other programs?**	Yes	Yes	Yes
6	**Current Tuition Rate**	*$14,103	*$23,233	$17,433
7	**Proposed Market Tuition Rate**	$28,050	$44,878	$20,000
8	**5 Other Public/Private Rates for Similar Program:**			
9	University name and rate:	Clarion University - $19,838.52	Boston University - $47,360	North Carolina State - $20,440
10	University name and rate:	Lassell College - $20,700	Clark University - $55,500	Penn State - $25,060
11	University name and rate:	Montana State University - $27,688.50	Northeastern University - $36,320	Purdue University - $36,120
12	University name and rate:	University of Nebraska (Lincoln) - $20,880	University of Illinois (Chicago) - $49,980	Iowa State - $16,275
13	University name and rate:	University of North Carolina at Chapel Hill - $35,130	University of Wisconsin (Milwaukee) - $68,557	
14	**Length of Program (SCH)**	33	52	35
15	**Student Enrollment (Headcount):**			
16	**Resident**	**40	**40	48
17	**Non-Resident**	22	20	23
18	**Total**	62	60	71
19	**Similar Program at other SUS Institutions** (if yes, provide	Yes	Yes	No
20	University and program name:	FAU - Master of Arts in Communication Studies	FAU - Master of Urban and Regional Planning	
21	University and program name:	FIU - Master of Science in Mass Communications	FSU - Master of Science in Planning	
22	University and program name:	FSU - Master of Media and Communication Studies	UCF - Mater of Science in Urban and Regional Planning	
23	University and program name:	UCF - Master of Arts in Communication	USF - Master of Urban and Regional Planning	
24	**Different Rate for Resident vs. Non-Resident (NR)?**	No	No	No

* Current tuition rate is the cost for in-residence program. The first offering of the online option will be at the proposed market rate.

** Program will begin May 2012.

State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)

University: University of Florida (UF) – Master of Arts in Mass Communication

Date	
University Board of Trustees approval date:	
Proposed Implementation Date (month/year):	May 2012

Market Tuition Rate Process

Explain the process used to determine market tuition:

The market tuition rate for the on-line Master of Arts in Mass Communication (MAMC) will be based on factors such as: competition, reputation, brand identity, and delivery format. The College of Journalism and Communications (CJC) and the UF preferred provider of distance learning support services, Embanet Compass Knowledge Group (ECKG), have conducted a detailed market analysis to determine both market place viability and an appropriate competitive tuition rate. Pursuant to the BOG requirement, the tuition rate will not be increased by more than 15% per year.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The on-line MAMC program supports UF's and the CJC's missions by preparing exemplary professional practitioners and scholars; generating, translating, and disseminating new knowledge; and advancing the understanding of communications for a diverse and global community.

- ***Teaching*:** This program enables the university to fulfill one of its fundamental purposes, teaching, by educating exemplary professional practitioners for various journalism and communications fields. The on-line based format provides an opportunity to obtain a MAMC degree to professionals who wouldn't otherwise be able to participate due to work constraints. The CJC utilizes many of our top faculty to teach in this program. This ensures that program quality, assurance of learning, and overall reputation all remain at optimal levels.

- ***Research and Scholarship*:** Enrollment in the program provides resources for faculty, research, graduate student support, and future growth plans. It serves to increase the CJC's ability to support and strengthen research advancements and scholarly activity now and in the future.

- ***Service*:** The program fulfills the university's obligation to share the benefits of its research and knowledge for the public good. MAMC students and graduates are better equipped to serve the state's needs while increasing the state's capabilities and economic potential.

The on-line MAMC program aligns with the Board of Governors system goals as follows:

***Goal 1 - Access to and production of degrees*:**

The program is delivered fully on-line for working professionals who are unable to commute to campus. It also offers a specialization in Global Strategic Communication. The on-line program will provide greater access to this advanced degree for working professionals.

***Goal 2 - Meeting statewide professional and workforce needs*:**

A search of several databases revealed that positions in global strategic communication for people with Masters Degree levels of education are strong and growing. For example, the *U.S. Bureau of Labor Statistics* reported 275,200 positions for public relations specialists nationally and this figure is projected to increase over 20% by 2018.

***Goal 3 - Building world-class academic programs and research capacity*:**

The UF MAMC program is consistently ranked in the top ten nationally according to US News and World Report. Market rate tuition will result in financial resources which will allow the College of Journalism and Communications to expand and strengthen research and educational capacity.

Goal 4 - Meeting community needs and fulfilling unique institutional responsibilities:

The program provides the University of Florida's College of Journalism and Communications access to every community within the state of Florida and other regions across the United States. As one of the nation's top journalism and communication programs, UF successfully fulfills an important institutional responsibility as it relates to enabling access to this degree throughout the nation. This access serves to meet statewide professional and workforce needs, as described above.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The on-line MAMC program within the College of Journalism and Communications is 100% self-supported. Market rate policy will therefore not result in an increase in the state's fiscal liability or obligation.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Tuition increases will be limited to no more than 15% per year, depending on market conditions.

State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used:

The success of the on-line MAMC program enables our ability to deliver an outstanding experience to all students. In assessing success within the on-line program, the following metrics will be used:

Student Enrollment
The on-line MAMC market rate program is expected to recruit an initial cohort of at least 50 students in the first year and, over time, reach a steady state of more than 200 enrollments per year. Achievement of student recruitment and enrollment described above will indicate a successful pricing structure.

Student Quality
Students admitted into the on-line MAMC market priced program will be expected to meet the existing rigorous standards for admission to the resident program.

Faculty Excellence
Market rate tuition will allow the on-line MAMC program to generate additional revenue necessary to continue to support faculty excellence and investment in faculty support and innovative technology. Teaching evaluations are utilized to ensure faculty quality is maintained.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration:

The courses associated with the on-line MAMC market rate program are courses that are regularly scheduled and are utilized in several degree options within the department/college. These courses will continue to be offered as long as the college is offering the program.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted:

As state revenues continue to decline, it becomes increasingly important for the university to find alternative sources of funding. The ability to charge market rates for the on-line MAMC program offers one such avenue while simultaneously providing a service that is clearly in demand. This is evidenced by the increasing demand and positive employment projections for working professionals with specialization in global strategic communication.

The on-line MAMC program is offered in a partnership with Embanet Compass Knowledge Group (ECKG), an integrated, full service provider of on-line program design, development, marketing, enrollment and technology support services for postsecondary educational institutions. ECKG will receive fifty percent (50%) of revenue for students recruited by ECKG, and twenty five percent (25%) for existing students, subject to discounts described in Schedule 4 of the UF Master Agreement. ECKG will provide marketing, recruitment, and retention for the on-line MAMC program. ECKG will create a brand positioning strategy unique to the on-line MAMC program including innovative media assets, search engine optimization, and paid internet advertising. The marketing strategy will be reinforced by a prospect communication plan, a lead conversion strategy, and ongoing performance analysis.

During the fifth year, it is projected that $3.8 M in revenue will be generated from the on-line MAMC program. Approximately 15% will be used to cover faculty, administrative staff and program overhead expenses. Additionally, around 50% will be allocated to the ECKG partnership agreement. The remaining amount will be used to support other college activities, such as scholarships for students enrolling in the traditional program, research support to faculty, and university overhead.

Other Information

Please see the following two attachments:

- Attachment A: Enrollment projections for the on-line MAMC program
- Attachment B: On-line MAMC Program Structure

Attachment A: Enrollment projections for the on-line MAMC program

New Students

	WS A	SP B	SU A	SU B	FA A	FA B
2011						
2012			12		39	
2013	51		37		59	
2014	51		37		59	
2015	51		37		59	
2016	51		37		59	
2017	51		37		59	
2018	51		37		59	
2019	51		37		49	
2020	26		6			
2021						

Enrollments *(Unduplicated Headcounts)*

	WS A	SP B	SU A	SU B	FA A	FA B
2011						
2012			12		50	
2013	98		127		183	
2014	223		236		260	
2015	259		251		260	
2016	259		251		260	
2017	259		251		260	
2018	259		251		260	
2019	259		251		250	
2020	224		189		141	
2021	96		63		25	

Attachment B: On-line MAMC Program Structure

The table and figure below describe the on-line delivery model for the MAMC with specialization in Global Strategic Communication degree program (GSC).

Program Structure

- 33 semester credit hour degree program
- Courses are 12 weeks long
- Students can complete the program in six semesters (2 years)

On-line MAMC program with specialization in Global Strategic Communication

Core Courses: 18 hours	**Global Strategic Communication** **Specialization Courses: 12 credit hours**	**Capstone Course: 3 Credit Hours**
ADV 5405: International Advertising	PUR 6934: Digital Message Campaigns	MMC 6905: Strategic Communication Capstone
MMC 5708: Intercultural Communication	PUR 6936: PR in the Digital Age	
PUR 6608: International Public Relations	RTV 6508: Audience Analysis	
MMC 5306: Strategic Communication Ethics and Concepts	MMC 6936: Brand Management	
MMC 6421: Applied Strategic Communication Research Methods		
MMC 6936: Various Topics in Strategic Communication		

State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)

University: University of Florida (UF) – Master of Arts in Urban and Regional Planning

Date	
University Board of Trustees approval date:	
Proposed Implementation Date (month/year):	May 2012

Market Tuition Rate Process

Explain the process used to determine market tuition:

The market tuition rate for the on-line Master of Arts in Urban and Regional Planning (MAURP) will be based on factors such as: competition, reputation, brand identity, and delivery format. The College of Design, Construction and Planning and the UF preferred provider of distance learning support services, Embanet Compass Knowledge Group (ECKG), have conducted a detailed market analysis to determine both market place viability and an appropriate competitive tuition rate. Pursuant to the BOG requirement, the tuition rate will not be increased by more than 15% per year.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The College of Design, Construction and Planning is dedicated to demonstrating sustainable solutions in the built environment. We seek ways to meet the needs of the present without compromising the ability of future generations to meet theirs. Our commitment to sustainability and the built environment focuses on understanding the interrelatedness of the social, cultural, and environmental contexts in which we build to ensure that our designs address the idea of "Sense of Place." We believe that design must seek harmony with the environment by balancing human needs and wants with a minimal environmental impact. It is therefore essential to conserve, protect, and restore natural systems and biodiversity in all design schemes. With the assistance and guidance of our faculty and staff, our students are getting a first hand experience of what it truly means to "go green".

As state revenues continue to decline, it becomes increasingly important for the university to find alternative sources of funding. The ability to charge market rates for the on-line MAURP program offers one such avenue while simultaneously providing a service that is clearly in demand. This is evidenced by the increasing demand for working professionals with knowledge in spatial technology and sustainability, in the government, urban planning and conservation, and industry. The on-line MAURP program supports the university's overreaching goals of teaching, research and service as defined in its mission statement. It creates greater access for working professionals seeking to earn their degree in a non-traditional format. The program aligns with the mission of the University of Florida as follows:

- *Teaching*: The program utilizes many of our top faculty to teach in this program. This ensures that program quality, assurance of learning, and overall reputation all remain at optimal levels.

- *Research and Scholarship***:** Enrollment in the on-line MAURP program provides resources for faculty, research, graduate student support, and future growth plans. It serves to increase the college's ability to support and strengthen research advancements and scholarly activity now and in the future.

- *Service*: The program fulfills the university's obligation to share the benefits of its research and knowledge for the public good. MAURP students and graduates are better equipped to serve the state's needs while increasing the state's capabilities and economic potential.

The on-line MAURP program aligns with the Board of Governors system goals as follows:

***Goal 1 - Access to and production of degrees*:**

The program is delivered fully on-line for working professionals who are unable to commute to campus. It also offers specializations in Geographic Information Systems and Sustainability. The on-line program will provide greater access to this advanced degree for working professionals.

***Goal 2 - Meeting statewide professional and workforce needs*:**

The program is designed to educate working professionals on how to apply systematic thinking, knowledge, ethical principles and innovative technologies, to the challenges of the natural environment and urban systems. Florida is one of the most rapidly growing states in the United States. The residents of this state and our legislature recognize the need for planning and have supported landmark growth management legislation. MAURP graduates consequently enter a strong job market and find that their services are in considerable demand.

Goal 3 - Building world-class academic programs and research capacity:

The University of Florida's Urban and Regional Planning (UF URP) is one of the nation's strongest graduate planning programs. UF URP is known for its creative use of planning information systems, technologies and interdisciplinary research, education in sustainability and growth management, planning information and analysis, transportation and land use planning, urban design, housing, historic preservation, crime prevention through environmental design (CPTED), and international planning.

- The UF MAURP has been accredited by the Planning Accreditation Board (PAB) of the American Institute of Certified Planners and the Association of Collegiate Schools of Planning since 1978.
- Planetizen (Planning, Design & Development) ranked the program seventeenth in the nation and fourth in the Southeast in their 2011 list of top planning schools.
- Faculty members received the "Best Use of Technology by a University" award from the American Planning Association in 2007.
- The GeoPlan Center's "Efficient Transportation Decision-Making" process received Exemplary Human Environment Initiative and Exemplary Ecosystem Initiative status from the Federal Highway Administration

Goal 4 - Meeting community needs and fulfilling unique institutional responsibilities:

The on-line MAURP program provides the University of Florida's Urban and Regional Planning degree access to every community within the state of Florida and other regions across the United States. As one of the nation's strongest graduate planning programs, UF successfully fulfills an important institutional responsibility as it relates to enabling access to this degree throughout the nation. This access serves to meet statewide professional and workforce needs, as described above.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

UF MAURP's market rate policy will not result in an increase in the state's fiscal liability or obligation.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Pricing will be determined by market forces that may result in an increase or decrease in price. According to the BOG requirement, it will not be increased by more than 15% per year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used:

The success of the on-line MAURP program enables our ability to deliver an outstanding experience to all students. In assessing success within the on-line program, the following metrics will be used:

Student Enrollment
The on-line MAURP market rate program is expected to recruit an initial cohort of at least 50 students in the first year and, over time, reach a steady state of more than 200 enrollments per year. Achievement of student recruitment and enrollment described above will indicate a successful pricing structure.

Student Quality
Students admitted into the on-line MAURP market rate program will be expected to meet the existing rigorous standards for admission to the program. Admission to the Department of Urban and Regional Planning is highly competitive. Decisions of our Admissions Committee are based on the student's statement of purpose or letter of intent, professional experiences and background, 3.0 undergraduate grade point average, and Graduate Record Examination (GRE) score of 1,000.

Faculty Excellence
Market rate tuition will allow the on-line MAURP program to generate additional revenue necessary to continue to support faculty excellence and investment in faculty support which will strengthen the overall value proposition of the department and college. As with all programs teaching evaluations will be utilized to ensure faculty excellence is maintained.

State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration:

The courses associated with the on-line MAURP market rate program are courses that are regularly scheduled and are utilized in several degree options within the department/college. These courses have been routinely offered since 1978 and will continue to be offered as long as the college is offering the program.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted:

The on-line MAURP program is offered in a partnership with Embanet Compass Knowledge Group (ECKG), an integrated, full service provider of on-line program design, development, marketing, enrollment and technology support services for postsecondary educational institutions. This model meets UF academic standards and is designed for working professional students. ECKG will receive sixty percent (60%) of revenue for students recruited by ECKG and thirty per cent (30%) of revenue for existing students, subject to discounts described in Schedule 4 of the UF Master Agreement. ECKG will provide marketing, recruitment, retention and instructional design services for the MAURP program. ECKG will create a brand positioning strategy unique to UF's MAURP program including innovative media assets, search engine optimization and paid internet advertising. The marketing strategy will be reinforced by a prospect communication plan, a lead conversion strategy, and ongoing performance analysis.

During the fifth year, it is estimated that $5.6 M in revenue will be generated from the on-line MAURP program. Approximately 22% will be used to cover faculty, administrative staff and program overhead expenses. Additionally, around 55% will be allocated to the ECKG partnership agreement. The remaining amount will be used to support other college activities, such as scholarships for students enrolling in the traditional program, research support to faculty, and university overhead.

Other Information

Please see the following two attachments:

- Attachment A: Enrollment projections for the on-line MAURP program
- Attachment B: On-line MAURP program structure

Attachment A: Enrollment projections for the on-line MAURP program

New Students

	WS A	SP B	SU A	SU B	FA A	FA B
2011						
2012			11		39	
2013	51		36		58	
2014	51		36		58	
2015	51		36		58	
2016	51		36		58	
2017	51		36		58	
2018	51		36		58	
2019	51		36		53	
2020	29		9			
2021						

Enrollments *(Unduplicated Headcounts)*

	WS A	SP B	SU A	SU B	FA A	FA B
2011						
2012			11		49	
2013	97		125		180	
2014	220		241		293	
2015	328		336		361	
2016	359		348		361	
2017	359		348		361	
2018	359		348		361	
2019	359		348		356	
2020	332		297		253	
2021	207		172		130	

Attachment B: On-line MAURP program structure

This section depicts the program carousel model that ECKG and UF's URP faculty co-created. The table and figure below describe the on-line delivery models for the MAURP with specializations in Sustainability and Geographic Information Systems (GIS) degree programs.

- 52 semester credit hour degree program
- 16 week semester with 8 week courses except for the Capstone exit term
- Students can complete the program in 9 terms (3 years)

On-line MAURP program with specializations in Sustainability and GIS

Foundation Courses (12 hours)	**Core Courses** (18 credit hours)	**Specialization Courses** (12 credit hours)	**Capstone Courses** (10 credit hours)
URP 6100 – Planning Theory and History	URP 6270 – Survey of Planning Information Systems	LAA 5331 Site Design Methodology	URP 6341B – Urban Planning Project
URP 6231 – Quantitative Data Analysis for Planners	URP 6542 – Urban Land Economics	URP 6421 – Environmental Land Use Planning and Management	URP 6979 – Terminal Project
URP 6042 – Urban Economy	URP 6203 – Planning Research Design	URP 6610 – International Development Planning	URP 6941 – Urban Planning Internship
URP 6131 – Growth Management Powers	URP 6716 – Transportation Policy and Planning	URP 6931- Sustainable Community Development	
	URP 6061 – Planning Administration and Ethics	URP 6271 – Customizing Planning Information Systems	
	URP 6341A – Urban Planning Project	URP 6272 – Spatial Analysis for Urban Planners	
		URP 6905 – 3D Geospatial Urban Modeling and Visualization	
		URP 6276 – Internet Geographic Information Systems	

State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)

University: University of Florida – Master of Science Soil and Water Science – Environmental Science Program

Date	
University Board of Trustees approval date:	
Proposed Implementation Date (month/year):	August 2012

Market Tuition Rate Process

Explain the process used to determine market tuition:

The market tuition rate for the on-line Master of Science in Soil and Water (Environmental Science) is based on factors such as: competition, reputation, brand identity, and delivery format. The College of Agriculture and Life Sciences has conducted a detailed market analysis to determine both market place viability and an appropriate competitive tuition rate. Pursuant to the BOG requirement, the tuition rate will not be increased by more than 15% per year.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

Soil and water are vital resources in urban, agricultural, and natural ecosystems. Recent events such as the Deepwater Horizon oil spill have served to highlight the importance of protecting such resources. This environmental and economic disaster may affect the state of Florida for decades to come. Our wetlands and sea grass beds, our marine life, our seafood production, our beach towns, the coastal way of life for so many in Florida - all are threatened, and the full extent of the damage may not be known for years.

The Soil and Water Science Department provides highly visible leadership in teaching, research, and extension/outreach programs as related to improving the productivity of agriculture with environmentally sound management practices, improving water quality, and protection and conservation of natural resources. Our department is one of the few in the nation that offers a comprehensive research and educational programs (molecular to landscape level) involving terrestrial, wetlands and aquatic ecosystems of the landscape.

The on-line SW-Environmental Science program is well aligned with both the mission of the University of Florida and the Board of Governors. The program supports the university's overarching goals of teaching, research and service as defined in its mission statement. This alignment is outlined below.

- ***Teaching:*** The degree program enables the university to fulfill one of its fundamental purposes, teaching, on a far greater scale to a wide range of clientele. As a part of UF's land grant mission, UF is the only state university that offers this kind of program that supports sustainable agricultural productivity and protection of natural resources and the environment. The variety of formats provides an opportunity to obtain a University of Florida master's degree to citizens who wouldn't otherwise be able to attend due to work and/or location constraints. The College utilizes many of our top faculty to teach in this program. This ensures that program quality, assurance of learning, and overall reputation all remain at optimal levels.

- ***Research and Scholarships:*** Enrollment in this degree program provides resources for faculty, research, graduate student support and future growth plans. It serves to increase the College's ability to support and strengthen research advancements and scholarly activity now and in the future.

- ***Service:*** The degree program fulfills the university's obligation to *share the benefits of its research and knowledge for the public good*. SW-Environmental Science students and graduates are better equipped to serve the state's needs and increase the state's capabilities and economic potential.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The SW-Environmental Science market rate policy will not result in an increase in the state's fiscal liability or obligation.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Pricing will be determined by market forces that may result in increases or decreases in price but, pursuant to BOG requirements, will not be increased by more than 15% per year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used:

The success of the SW– Environmental Science Program depends on our ability to deliver an outstanding experience to all students. In assessing success within the professional degree program, the following accountability measures have been established.

Student Enrollment: The program is expected to reach a steady state of more than 100 enrollments per year. Achievement of student recruitment and enrollment described above will indicate a successful pricing structure.

Student Quality. Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that the students recruited into these cohorts will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida and the UF SW-Environmental Science Program. Admission criteria will be the equal to the criteria for students who are admitted into the on-campus program.

Faculty Excellence. Market rate tuition will allow the program to generate additional revenue necessary to continue to support faculty excellence and investment in faculty support which will strengthen the overall value proposition of the department and college. As with all programs teaching evaluations will be utilized to ensure faculty excellence is maintained.

Student Satisfaction. Students and graduates of the program are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce students who obtain experience of the highest quality in all areas. The program will continue to monitor exit interview survey data to track student satisfaction. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration:

The courses associated with the on-line SW- Environmental Science market rate program are courses that are regularly scheduled and are utilized in several degree options within the department/college. These courses have been routinely offered since the beginning of the program and will continue to be offered as long as the college is offering the program.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted:

As state revenues continue to decline, it becomes more and more important for the university to find alternative sources of funding. The ability to charge market rates for the UF SW-Environmental Science professional degree program offers one such avenue while simultaneously providing a service that is clearly in demand.

It is estimated that $900,000 in revenue will be generated each year from the SW-Environmental Science program. Approximately 35% will be used for marketing and recruitment and 40% will be used for faculty salaries. The remaining amount will be used to support other college activities, such as scholarships for students enrolling in the traditional program, research support to faculty, and university

overhead.

This program does not utilize the services of a private vendor but may opt to consider such use in the future as the needs of the program change. Revenue will be budgeted through the university's Division of Continuing Education auxiliary.

Other Information

See Attached Supplemental Form

University of South Florida
Market Tuition Proposals
November, 2011

a. Professional Master of Science in Electrical Engineering
b. MS in Entrepreneurship
c. Master of Science in Management Information Systems
d. Master of Science Nurse Anesthesia
e. Master of Public Administration

	University of South Florida	Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
1	**Degree Program**	Professional Master of Science in Electrical Engineering (PMSEE)	Master of Science in Entrepreneurship (MSEAT)	Master of Science in Management Information Systems (MIS)	Master of Science in Nurse Anesthesia (NA)	Master of Public Administration (MPA)
2	**Has the program been approved pursuant to Regulation**	Yes	Yes	Yes	Yes	Yes
3	**Does the program lead to initial licensing or certification?**	No	No	No	No	No
4	**Is the program identified as a state critical workforce need?**	No	No	No	Yes	No
5	**Are the program's admission & graduation requirements the same as other programs?**	Yes	Yes	Yes	Yes	Yes
6	**Current Tuition Rate**	$415.86/credit - resident; $837.29/credit - non-resident	$415.86/credit - resident; $837.29/credit - non-resident	$415.86/credit - resident; $837.29/credit - non-resident	$26,331	$399.76/credit - resident; $821.19/credit - non-resident
7	**Proposed Market Tuition Rate**	$1000/credit hybrid; $1150/credit online	$1250/credit	$800/credit	$57,600	$1000/credit
8	**5 Other Public/Private Rates for Similar Program:**					
9	University name and rate:	University of Miami $1538/credit	Northeastern Universiity $1681/credit Online	Florida State University $530/credit - resident; $560/credit - non-resident; $700/Mkt Tuition	University of North Florida $48,000	Florida State University $1003/credit
10	University name and rate:	Penn State University $875/credit Online	University of North Carolina $2472/credit Online	University of Florida $1000/credit	Wolford College $46,256	University of Central Florida $1012/credit
11	University name and rate:	Drexel University $1000/credit Online	Walden University $1348/credit Online	Boston University $771/credit	Florida Hospital $51,665	University of Pittsburgh $1231/credit
12	University name and rate:	Kansas State University $637/credit Online	Capella University $1868/credit Online	Drexel University $960/credit	Gooding Institute/Bay Medical $63,340	University of Illinois at Chicago $1053/credit
13	University name and rate:	University of Washington $740/credit	University of Texas at Dallas $1318/credit	University of Maryland $808/credit	University of Miami $62,000	Strayer University $483/credit
14	**Length of Program (SCH)**	30	30	33	72	45
15	**Student Enrollment (Headcount):**	2010/11	2010/11	2010/11	2010/11	2010/11
16	**Resident**	57	85	64	44	60
17	**Non-Resident**	38	45	29	1	4
18	**Total**	95	130	93	45	64
19	**Similar Program at other SUS Institutions** (if yes, provide university and program name)	Yes	Yes	Yes	Yes	Yes
20	University and program name:	UF/MS/MEEE 24 Months	UF/MS Entrepreneurship - Not interdisciplinary	FSU/MS in MIS	FGCU/NA	FSU/MPA
21	University and program name:			UF/Pro MS in IS	UNF/NA	UCF/MPA
22	University and program name:				FIU/NA	FGCU/MPA
23	University and program name:					
24	**Different Rate for Resident vs. Non-Resident (NR)?**	No	No	No	No	No

University: University of South Florida

Program**:** Professional Master of Science in Electrical Engineering

Date	
University Board of Trustees approval date:	September 2, 2011
Proposed Implementation Date (month/year):	June 2012

Market Tuition Rate Process

Explain the process used to determine market tuition.

The proposed cost per credit hour for the market tuition Professional Master of Science in Electrical Engineering (PMSEE) program is set at $1,000 for the blended onsite/distance learning format and $1150 for the fully online format. Currently, the PMSEE is not online.

Proposed market tuition price for the PMSEE 30-credit hour program is $30,000 – $34,500. For Academic Year 11-12, cost per credit hour and fees for the traditional MSEE program is $415.86 (Florida resident) and $837.29 (Non-resident). The PMSEE program pricing is determined by market forces and due consideration for competition, reputation, and brand identity. Market forces may subsequently result in increases or decreases in cost but, pursuant to BOG requirements, the cost will not increase by more than 15% per year.

It is important to distinguish between programs from regionally accredited institutions and programs from non-accredited institutions. Accreditation is typically based on an examination of student achievement, program improvement, faculty, curricular content, facilities, and institutional commitment. Graduates of accredited institutions are more competitive in the job market, as employers prefer to hire graduates who have been trained in programs known to adhere to well-established educational standards.

Table I displays pertinent information about master's programs in Electrical Engineering that, offered by regionally accredited institutions, are considered comparable in educational quality to the USF PMSEE. The program cost data in Table I suggests that the figure of $1000-$1150/credit hour is appropriate; furthermore, to our knowledge there is no comparable program that can be completed in ten months.

As part of the PMSEE assessment and continuous improvement processes, feedback for this program and data for other similar programs will be gathered and evaluated each year to provide continuous improvement for the PMSEE from the financial as well as the academic perspective.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

By creating a strong and sustainable economic base in support of USF's growth, the proposed market tuition PMSEE program supports an expanded and improved teaching and research mission, one of four goals outlined in USF's Strategic Plan, 2007-2012.

Further alignment of the PMSEE program with the University of South Florida mission is described below (in italics).

As Florida's leading metropolitan research university, USF is dedicated to excellence in:

A. Student access and success in an engaged, and interdisciplinary, learner-centered environment – *The PMSEE program enrollment is estimated to be 20-25 students per year. Market tuition rates for a blended onsite/distance learning format and a fully online format for the PMSEE would provide opportunities for access to courses and a USF master's degree for individuals who are unable to attend a full-time, weekday program. Top faculty will teach courses in a regionally and nationally accredited program, thereby ensuring that educational objectives will be met and that program quality will be at a high level.*

B. Research and scientific discovery, including the generation, dissemination, and translation of new knowledge across disciplines; to strengthen the economy; to promote civic culture and the arts; and to design and build sustainable, healthy communities – *Revenue generated by enrollment in market tuition PMSEE programs would provide resources for faculty, research, graduate student support, and future growth plans. It serves to increase the University's ability to support and strengthen research advancements and scholarly activity now and in the future within the College of Engineering, Department of Electrical Engineering.*

C. Embracing innovation, and supporting scholarly and artistic engagement to build a community of learners together with significant and sustainable university-community partnerships and collaborations – *The PMSEE program has been developed in response to community and industry needs and interests and, therefore, is anticipated to strengthen university-community partnerships and collaborations at many different levels. Further, PMSEE students and graduates will be well equipped to serve industry needs for innovation and increase the State of Florida's capabilities and economic potential.*

Alignment of the proposed market tuition PMSEE program with the 2005-13 State University System (SUS) Strategic Plan, as amended in 2009, is described below in italics.

A. Access to and production of degrees – *The blended onsite/distance learning format and the fully online format would provide both flexibility and access to the PMSEE for all qualified State of Florida residents. The fully online format will provide a parallel path of access across State of Florida boundaries to national and international students. At a time when USF positions itself for membership in the Association of American Universities (AAU) as a pre-eminent research university with state, national and global impact, the PMSEE increases the number of degrees conferred in an academic year by approximately 20%.*

B. Meeting statewide professional and workforce needs – *USF PMSEE graduates will apply concepts and skills learned through the program to improve product, process, and technology development within their organizations. This, in turn, will strengthen the State of Florida economy, thereby increasing access to employment and opportunities for others. The PMSEE is a sought-after degree for engineers who wish to advance in their discipline and/or move into engineering management positions. A number of large national and international companies having divisions in the Tampa Bay region have expressed interest in the PMSEE program.*

C. Building world-class academic programs and research capacity – *The Department of Electrical Engineering has steadily increased the number of Ph.D. students and the overall research productivity of the department, measured in terms of Ph.D. enrollment, research expenditures, and scholarly activity over the last several years. It is becoming increasingly difficult to provide teaching assistantships to these highly qualified students; the PMSEE program revenue will*

allow us to maintain competitiveness in this regard and continue to increase research capacity. At the other end of the spectrum, the Bachelor of Science in Electrical Engineering (BSEE) was recently distinguished in the 2010 American Society of Engineering Education (ASEE) rankings as being 28th out of 250 Electrical Engineering departments in the nation in BSEE graduate productivity. Many fine BSEE graduates do not enroll in the USF MSEE program due to lack of financial support. PMSEE revenue will create opportunities to award the most qualified BSEE graduates with financial assistance toward the pursuit of their graduate degrees. The success of the PMSEE program will clearly support efforts to expand and strengthen research capacity in the Department of Electrical Engineering and College of Engineering.

D. Meeting community needs and fulfilling unique institutional responsibilities – *The PMSEE program has been developed in response to community and industry needs and interests and, therefore, is anticipated to strengthen university-community partnerships and collaborations at many different levels. Further, PMSEE students and graduates will be well equipped to serve industry's needs for innovation and increase the State of Florida's capabilities and economic potential.*

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The USF market tuition PMSEE program will not result in an increase in the State of Florida's fiscal liability or obligation.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Pursuant to BOG Regulation 7.001, any annual increase in approved market tuition shall be no more than 15% over the preceding year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The success of the market tuition PMSEE program relies on the ability to deliver an outstanding Master's level educational experience to all students. USF continuously reviews all of its academic programs with respect to student learning outcomes and other quality indicators. Annual assessment plans with expected learning outcomes are maintained for all degree programs and in-depth reviews are conducted at least once every seven years. As stated above, while the proposed program does not directly lead to initial licensing or certification for the Engineering profession, graduates are expected to achieve improved examination results and licensure by the Florida Board of Professional Engineers (FBPE). These metrics will be monitored to measure the success of the program. As part of the planning for the PMSEE program, an allocation has been made for a Department of Electrical Engineering faculty member to serve as program advisor whose responsibilities are to provide oversight and ensure both student and program success. This is an essential role, particularly in view of the speed at which the program moves from course to course each month, the advanced level of the material, and the continuing obligations of many students to their employers during the ten-month

period.

In assessing success of the PMSEE program, the following additional measures have been established:

- **Student Enrollment.** Pricing for the PMSEE program reflects market rates and economic conditions within the State of Florida and nationally. Pricing will enable the program to recruit top engineering master's degree-seeking professionals in sufficient numbers. Average cohort enrollment that attracts 20-25 top quality students is an indicator of a successful pricing strategy.
- **Student Quality.** Student quality is an uncompromising component of overall program quality. Metrics will be established to ensure that the students recruited into these cohorts will excel inside and outside the classroom, and will serve to strengthen the brand of the University of South Florida PMSEE program. Comparable to the MSEE, each PMSEE program cohort will have high entering GRE scores and mean undergraduate GPAs, as well as strong recommendations provided by established professionals. Because of the combined quantitative and qualitative nature of recommendation letters, qualified applicants must be rated in the top 1/3 of candidates across the categories noted on the graduate school recommendation form and must be recommended without reservation. During the course of the program, instructors will provide the advisor with a running account of students' progress, and the advisor will consult with each student on an as-needed basis and twice per month at a minimum to discuss academic progress and any personal challenges that may impact academic performance. If the student is sponsored by an industry, the appropriate industrial contact will be brought into the discussions to ensure that any necessary remedial actions will be taken jointly to optimize academic and professional growth and success.
- **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize College of Engineering, Department of Electrical Engineering professors in the PMSEE program. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that the quality of faculty, advising, and teaching assistants is maintained throughout the program.
- **Student Satisfaction.** A large part of the recruiting effort for this program involves word-of-mouth advertising. An important goal is to ensure that students and graduates of the PMSEE program, satisfied with the experience, will recommend the program to their colleagues and friends. For this reason, the PMSEE program will monitor student survey data to track student satisfaction in each cohort. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The Department of Electrical Engineering has offered the Master of Science in Electrical Engineering (MSEE) since fall 1960. The existing MSEE program has a current enrollment of approximately 100 students. Each year a new cohort begins, and this cohort goes through a program of courses, the vast majority of which are offered every year. Of course, the curriculum is organic, in the sense that some older courses are retired, newly developed courses are added, and continuing courses are

always looked at in terms of refined content and delivery. The course schedule and instructors are determined before students are admitted into a cohort. The MSEE program has never faced any issue with respect to staffing the program with academically qualified faculty, and 95% of the courses are taught by full-time Department of Electrical Engineering professors. Since the PMSEE program draws from the MSEE curriculum, course availability is assured.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

As the distribution of state revenues changes, it becomes vitally important for SUS Universities to find alternative sources of funding. The ability to charge market rates for the USF PMSEE program offers one such avenue, while simultaneously providing a service to the community that is clearly in demand. This demand is evidenced by discussions with industries in the Tampa Bay region and the fact that companies that provide financial support for the education of their employees have expressed interest in the PMSEE program.

The economic outlay required by students or their company sponsors has both short- and long-term benefits. The curriculum of the PMSEE is designed so that participants become more effective leaders, gain knowledge and skills that make them promotable and more valuable employees, and develop meaningful contacts with fellow students and faculty.

Estimated revenue for the market tuition online and hybrid PMSEE programs is $1,207,500 and $750,000, respectively. A portion of the revenue generated from the PMSEE market tuition program will be used for operating and administrative expenses, including salaries for faculty and a program advisor, course materials, and meetings in direct association with the program's activities (online: approximately $550,362; hybrid: approximately $465,951). The remaining revenue will be used to fund Department of Electrical Engineering graduate student assistantships and teaching and research laboratory support and expenses (online: approximately $657,138; hybrid: approximately $284,048).

The funds will be budgeted in a USF continuing education auxiliary. Private vendors will not be utilized.

Other Information

Please see Table I – Accredited Master's in Electrical Engineering Programs.

CIP code: 14.1001

Currently the PMSEE is not offered online and is not offered on a cost recovery basis through continuing education. Enrollments reported in the USF Market Tuition Proposal Summary Spreadsheet are E&G enrollments.

The PMSEE program, if approved as a market tuition program, will be offered the first year as a hybrid course (online coursework and weekend classes) and subsequently as a fully online program. The weekend and distance learning formats provide an opportunity for access to courses and a USF master's degree for individuals who are unable to attend a full-time, weekday program.

The market tuition program will be offered in addition to the E&G-funded program that is currently offered and does not supplant existing university offerings funded by State appropriations.

Table I – Accredited Master's in Electrical Engineering Programs

INSTITUTION	EMAIL		PROGRAM NAME	LOCATION	DURATION	WORK EXPERIENCE	CREDENTIALS	FEES	FEES INCLUDE
Arizona State University Public	asu.cpd@asu.edu	http://asuengineeringonline.com/programs/msee	MSE in Electrical Engineering	online - some courses available each semester	30 credit hours, or 10 courses Minimum 2 year program Final Comprehensive Examination	not available	GPA>3.0 GRE: Q>720,Writing> 4.0	$2541 per course x 10 courses **$25,410**	tuition only
Drexel University Private	info@drexel.com	http://www.drexel.com/online-degrees/engineering-degrees/ms-ee/index.aspx	Master of Science in Electrical Engineering	online - "e-learning" format	45 credits (15 graduate courses) organized in 10-week quarters	not available	GPA >3.0 No GRE	$1000/cr. hr. x 45 cr. hrs. **$45,000**	tuition only
Florida Institute of Technology Private	vgc@fit.edu	http://es.fit.edu/dl/	Master of Science in Electrical Engineering	Online and in-residence at Melbourne, Orlando	24 month program	Not available	GRE	**$15,600** (30 credits)	tuition only
Kansas State University Public	ellen@k-state.edu	http://www.dce.k-state.edu/engineering/masters/electrical/	Master of Science in Electrical Engineering	online	30 credits with GPA>3.0 Final Oral Examination conducted by Graduate Committee	not available	GPA>3.0 GRE: Q>600, V>400, Writing>4.5 TOEFL > 250,	$637/cr. hr. x 30 cr. hrs. **$19,110**	tuition only
MIT Private	sdm@mit.edu	http://sdm.mit.edu/	Master in System Design & Management (SDM)	videoconferencing course delivery	24 month program	5 yrs (for applicants without MS degree)	GRE or GMAT	**$92,121 + student life fees + $800/course video bridge fees**	tuition, rooms, meals, activities, business trip activities
Penn State University Public	gvengin@psu.edu.	https://www.gv.psu.edu/Level3.aspx?id=2924	Master of Engineering Management	face to face, Great Valley, PA	33 cr. hr., evening classes in 7 and 14 week sessions 2-3 years to complete program	> 3 years	GMAT	$811 - $1231/cr. hr. **$33,000** (based on $1000/cr. hr.)	tuition only
Penn State University Public	psuwd@psu.edu	http://www.worldcampus.psu.edu/MasterinSystemsEngineering_SystemsEngineering.shtml	World Campus MESE	online	36 credit hours	not required	not required	$875/cr. hr. x 36 cr. hr. **$31,500**	tuition only
Purdue University Public	proed@purdue.edu	http://engineering.purdue.edu/ProEd/Admissions	Master of Science in Electrical & Computer Engineering	online - Streaming video over the Internet and downloadable	30 credits of coursework, or 10 courses (non-thesis option) Streaming video over the Internet and downloadable MPEG-4 files	2-5 yrs	GPA>3.0 GRE	$3,096 per course x 10 courses **$30,960** (Project courses are $4,128/course)	tuition only
University of Idaho Public	outreach@uidaho.edu	http://eo.uidaho.edu	Master of Engineering in Electrical Engineering	online - moving from DVD/USB flash drive to Internet	30 credits Final Comprehensive Examination	5+ years	GPA>3.0 GRE	$597/cr. hr. x 30 cr. hrs. **$17,910**	tuition only
University of Miami Private	jcosials@miami.edu	http://www.ie.miami.edu/graduate_programs/ms_ie_mba/ms_ie_mba.html	MSIE + MBA (dual degree)	face-to-face, Miami, FL	60 credit hours Saturday classes; 2 years + 1 semester	> 3 yrs	GRE + GMAT	$1,538/cr. hr. x 60 cr. hrs. **$92,280**	tuition only
University of Washington Public	pmp@ee.washington.edu	http://www.ee.washington.edu/academics/pmp/Index.html	MSEE	face-to-face and online	45 credit hours (9 credits are earned in Colloquium Seminar Series) Can take up to 6 yrs. to complete	not available	GPA GRE	$740/cr. hr. x 45 cr. hrs. + fees **$33,300**	tuition only

University: University of South Florida
Program**:** Master of Science in Entrepeneurship

Date	
University Board of Trustees approval date:	September 2, 2011
Proposed Implementation Date (month/year):	August 2012

Market Tuition Rate Process

Explain the process used to determine market tuition.

The existing tuition and fees for the Master of Science in Entrepreneurship (MSEAT) program is $415.86/credit hour (Florida resident) and $837.29 (non-resident). Currently, this program is not online.

A market tuition rate of $1250.00/credit hour is requested for off-campus and online delivery of the MSEAT, based on market pricing, reputation and brand identity of USF and the MSEAT program.

The Interdisciplinary MSEAT is a specialized master's degree program, with a limited number of competing programs offered through in-classroom or online delivery. Nine comparable programs, both public and private, including both in-classroom and online formats, were identified where market tuition rate information was available. Each program charged the same market-based tuition for both resident and non-resident students. They are listed below. USF is well under the average of $1842/SCH for in-classroom instruction and $1419/SCH for online instruction.

MS Programs in Entrepreneurship

Online	**Public/Private**	**$/SCH**	**Program Cost**
Northeastern	Private	$1,681	$60,500
U. North Carolina	Public	$2,472	$89,000
Walden U	Private	$1,348	$43,150
Capella U	Private	$1,868	$67,275

In-Class			
Pepperdine U	Private	$1,280	$50,000
SMU	Private	$1,560	$49,900
DePaul U	Private	$1,163	$41,800
Syracuse U	Private	$1,773	$53,183
UT at Dallas	Public	$1,318	$47,448
USF Market Tuition	Public	$1,250	$37,500

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The proposed market tuition USF Interdisciplinary MSEAT program is well-aligned with the University's mission to establish a strong and sustainable economic base in support of USF's growth, one of four

strategic initiatives outlined in USF's Strategic Plan, 2007-2012.

The Interdisciplinary MSEAT further contributes to USF's mission by:

1) Promoting student access and success in an engaged, and interdisciplinary, learner-centered environment,
2) Supporting the generation, dissemination and translation of new knowledge across disciplines, to strengthen the economy and design and build sustainable communities, and
3) Embracing innovation to build a community of learners together with significant and sustainable university-community partnerships and collaborations.

For Students: The proposed market tuition revenue would be used to enhance the Interdisciplinary MSEAT program by hiring and retaining high-caliber graduate faculty, promoting additional assistantships and scholarships for students and recruiting exceptional out-of-state and international students to help improve the educational experiences of Florida resident students. The online format provides a graduate degree opportunity for students who would not otherwise be able to attend classes due to work constraints, location, or family needs.

For Research and Scholarship: The hiring of exceptional graduate faculty to teach in the proposed Interdisciplinary MSEAT program would also bolster the research orientation and contributions of the existing faculty.

For Florida and Society: The USF Interdisciplinary MSEAT program equips students to create, manage and grow new innovative businesses, leading to sustained economic growth, new product and service innovations and more effective translation of new technologies to meet the needs of our state and increase the economic potential of our region.

Similarly, the proposed market tuition MSEAT program is aligned with the Board of Governors system goals, established for 2012-2013:

Goal 1: Access to and production of degrees. It is expected that the proposed market tuition program will provide significant enrollment growth and will mirror the growth of USF's Interdisciplinary in-residence MSEAT program which has grown to over 130 students in the past five years. The off-campus and online formats provide additional flexibility and access to students from across the state and around the world.

Goal 2: Meeting statewide professional and workforce needs. USF's Interdisciplinary MSEAT graduates can apply concepts and skills learned through the program to create and grow new business ventures and help existing businesses become more innovative and compete more effectively in global marketplaces. This, in turn, strengthens the state economy, creating new jobs and opportunities for graduates of the program throughout the state.

Goal 3: Building world-class academic programs and research capacity. The USF in-residence Interdisciplinary MSEAT program is recognized as one of the top graduate programs in entrepreneurship in the world. Since its launch in 2005, the Interdisciplinary MSEAT program has consistently been ranked among the world's best graduate business programs by The Princeton Review and Entrepreneurship Magazine. The proposed market tuition program will strengthen the recognition and stature of USF's entrepreneurship programs and financially support USF's efforts to

expand and strengthen research capacity.

Goal 4: Meeting community needs and fulfilling unique institutional responsibilities. The proposed USF Interdisciplinary MSEAT program provides degree access to working professionals in Florida, across the nation and around the world. As a globally recognized program of excellence in interdisciplinary entrepreneurship education, USF successfully fulfills an important institutional responsibility as it relates to enabling access to this degree across the state. This access serves to meet statewide professional and workforce needs, as outlined above, and strengthens Florida's economy through new business and job creation.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

USF's Interdisciplinary MSEAT market rate will not result in an increase in the State's fiscal liability or obligation.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Pursuant to BOG Regulation 7.001, any annual increase shall be no more than 15% over the preceding year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

USF continuously reviews all of its academic programs with respect to student learning outcomes and other quality indicators. Annual assessment plans with expected learning outcomes are maintained for all degree programs and in-depth reviews are conducted at least once every seven years.

The success of the proposed market tuition program will also be measured by student enrollment, student quality, faculty excellence and student satisfaction.

1) **Student Enrollment.** Approximately 30 students will be admitted annually into the off-campus Interdisciplinary MSEAT program and an additional 160 to 200 students will be admitted per year into the online Interdisciplinary MSEAT program. If these numbers are maintained and increased, the market rate pricing will be considered a success.

2) **Student Quality.** To ensure student quality, the program will be assessed by undergraduate GPA, previous professional work experience, and class assessments.

3) **Faculty Excellence.** With the establishment of market pricing, USF can continue to recruit top entrepreneurship scholars who in turn will not only teach students but also share their continuing research in respective fields of expertise. Currently teaching evaluations and research productivity are used to monitor and ensure the quality of the faculty in the program.

4) **Student Satisfaction.** Student satisfaction will be measured by way of student surveys as well as post-graduate employment placements and new business creations.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

From its inception in 2005, the availability of MSEAT course offerings and the ability to complete a program of study in a timely fashion have never been issues. It is anticipated that any extraordinary demand would be met with faculty hired from program revenues.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

As state revenues continue to decline, it has become increasingly important for USF to find alternative sources of funding. The ability to charge market rates for the USF Interdisciplinary MSEAT program offers one such avenue while simultaneously providing a service that is clearly in demand. The demand is evidenced by enrollment statistics.

The Interdisciplinary MSEAT faculty will actively contribute to the research productivity and mission of USF. These new programs will provide greater access to graduate entrepreneurship education for working professionals who may be location bound and unable to attend in-residence classes. It is anticipated that the additional cohorts of well-trained students versed in entrepreneurship skills will have an immediate and long-term positive impact on the economy and private and public sector growth and performance.

Estimated revenue for the market tuition MSEAT is $1,031,250. A portion of the revenue will be used to support the delivery of the program (approximately $476,563). The residual revenue generated each year will be used to enhance the MSEAT program by hiring additional high-caliber graduate faculty, providing assistantships and scholarships, investing in state-of-the-art technologies, and recruiting exceptional out-of-state and international students to help improve the educational experiences for Florida residents ($554,687).

There are no plans to use private vendors. Funds for the market tuition MSEAT program will be budgeted to a designated continuing education auxiliary account.

Other Information

CIP code: 52.0701

Currently the MSEAT is not offered online and is not offered on a cost recovery basis through continuing education. Enrollments reported in the USF Market Tuition Proposal Summary Spreadsheet are E&G enrollments.

The MSEAT, if approved as a market tuition program, will be offered in off campus and online formats

to provide flexibility and access to students from across the State and around the world.
The market tuition program will be offered in addition to the E&G-funded program that is currently offered and does not supplant existing university offerings funded by State appropriations.

University: University of South Florida

Program**:** Master of Science in Management Information Systems

Date	
University Board of Trustees approval date:	September 2, 2011
Proposed Implementation Date (month/year):	August 2012

Market Tuition Rate Process

Explain the process used to determine market tuition.

The tuition rates and fees for Academic Year 2011-12 for the existing Master of Science in Management Information Systems (MS/MIS) program are $420.56 (resident) and $892.08 (non-resident) per credit hour. Currently, the MS/MIS is not online.

Approval is being sought to charge market tuition in the amount of $800/credit hour for both resident and non-resident students for a fully online MS/MIS program. The $800/credit hour tuition rate for the proposed market tuition program is comparable to the average non-resident rate of $776.52, computed from the below table. In subsequent years, tuition could result in an increase or decrease in tuition. Any increases, per BOG requirement, will not exceed 15% per year.

The following online programs (MS/MIS, MS/IS, MS/CIS, etc.) were identified through web searches to be similar, but not identical to the proposed online program. The MS/MIS is a specialized program that is offered by very few universities using an online format.

University (Program)	**Public/Private**	**Online Tuition per Credit Hour (Resident)**	**Online Tuition per Credit Hour (Non-Resident)**
Florida State University (MS in MIS)	Public	$529.56	$559.62
Florida State University Market Tuition (MS/MIS)	Public	$700 (Fall 2011) $750 (Fall 2012)	$700 (Fall 2011) $750 (Fall 2012)
University of Florida (Professional MS in IS & Operations Management)	Public	$1000	$1000
Boston University (MS in CIS)	Private	$771	$771
Drexel University (MS in IS)	Private	$960	$960
University of Maryland, Baltimore County (MS in IS)	Public	$808	$808
Oklahoma State University (MS in MIS)	Public	$319	$784
USF proposed market tuition (MS/MIS)	Public	$800	$800

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The proposed market tuition MS/MIS program aligns with USF's strategic goal to enhance all sources of revenue to establish a strong and sustainable economic base in support of USF's growth and mission, one of four strategic goals outlined in USF's Strategic Plan 2007-2012. For reference, the mission of USF is stated below.

Mission

As Florida's leading metropolitan research university, USF is dedicated to excellence in:

- *Student access and success in an engaged, and interdisciplinary, learner-centered environment,*
- *Research and scientific discovery, including the generation, dissemination, and translation of new knowledge across disciplines; to strengthen the economy; to promote civic culture and the arts; and to design and build sustainable, healthy communities, and*
- *Embracing innovation, and supporting scholarly and artistic engagement to build a community of learners together with significant and sustainable university-community partnerships and collaborations.*

For Students. Very few universities offer an online MS in MIS, or related programs, with a focus on Business Intelligence. With a strong group of Business Intelligence faculty in the Information Systems and Decision Sciences (ISDS) department of USF's College of Business, USF is well positioned to serve students globally, as the premier knowledge provider in the Business Intelligence space. The online format would not only increase student access and success within the State of Florida, but would also provide access to Business Intelligence education globally. This is consistent with the vision of the University to have state, national and global impacts.

For Research and Scholarship. Companies from which the students (primarily working professionals) in the proposed program are drawn are likely to serve as sites for data collection for research and case writing. Further, participating faculty members also have the potential to gain access to these companies to showcase their research, thereby increasing the prospects of grant/contract funding from these companies. Additionally, the online program with a global reach has the potential to attract high achieving graduate students to the USF College of Business doctoral program. In summary, the online MS/MIS program has the potential to enhance the research productivity of USF's College of Business as well as the ISDS department.

For the State of Florida and the Tampa Bay Community: The USF online program will train members of the workforce in Florida (including Tampa Bay) on emerging technologies, empower them with the necessary skills needed to compete for the new jobs that are being created in the 21st Century knowledge-based economy, and expose them to innovative ideas that could lead some of them to start new companies, thus creating jobs.

The following statements address the alignment of the proposed USF MS/MIS market tuition program with the Board of Governors system goals, established for 2012-2013.

Access and production of degrees: The proposed online market tuition program increases the access to the MS/MIS program for working professionals and others who are unable to attend the existing on-campus MS/MIS program at USF due to distance or time constraints. The proposed program is therefore likely to increase the production of degrees granted by USF.

Meeting statewide professional and workforce needs: The online MS/MIS program will train members of the workforce for the new types of jobs that are being created due to innovations in information technology.

Building world-class academic programs and research capacity: The proposed market tuition MS/MIS program resides in the Department of Information Systems and Decision Sciences (ISDS) in USF's College of Business. ISDS has been ranked #14 in the world for publication in premier journals (Management Information Systems Quarterly and Information Systems Research) during the last three years: 2008-2010 (http://www.vvenkatesh.com/ISranking/). USF's MS/MIS is regarded as a quality program, as evidenced by an internationally diverse pool of students with strong academic credentials seeking enrollment. The proposed online program will further increase the visibility and global footprint of the USF MS/MIS, thereby further increasing the reputation of USF and the MS/MIS program. The resources generated from this program will be used to enhance the research capacity of the ISDS department. Increased visibility of the USF program and brand will attract even higher quality graduate students to enroll in the doctoral program, leading to higher quality research output.

Meeting community needs and fulfilling unique institutional responsibilities: USF will continue to fulfill its institutional responsibilities by embracing opportunities such as the BOG market tuition program to generate greater access to graduate education. By providing online access to the MS/MIS program, USF is providing educational and career advancement opportunities throughout the State of Florida and beyond. This potentially leads to economic investments in the State of Florida by resident and non-resident individuals and businesses.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

University of South Florida's market tuition online MS/MIS program will not increase the State's fiscal liability or obligation.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Pursuant to BOG Regulation 7.001, any annual increase in approved market tuition shall be no more than 15% over the preceding year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

USF continuously reviews all of its academic programs with respect to student learning outcomes and

other quality indicators. Annual assessment plans with expected learning outcomes are maintained for all degree programs and in-depth reviews are conducted at least once every seven years.

The success metrics for the proposed online MS/MIS market tuition program also include:

- **Student Enrollment.** If the online MS/MIS program attracts sufficient qualified students to reach a cohort size of 15 students or more, then the market rate policy is a success.

- **Student Quality.** Student quality for the program will be determined by GRE/GMAT scores, GPAs, and previous work experience.

- **Student Satisfaction.** This would be measured by exit surveys and the percentage of students willing to recommend the online MS/MIS program to others.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The schedule for the program will be finalized well in advance, with faculty resources committed. Historically, for the existing MS/MIS program, the availability of courses has not been an issue. The online program will be cohort based with a fixed set of courses that all students would be required to take, with elective offerings limited to courses related to Business Intelligence. The ISDS department is committed to ensuring the timely delivery of all the courses for the online program. Extraordinary demand would be met by hiring additional faculty using funds accrued by the online program.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Given the continued decline in the State of Florida's financial support of public universities, institutions of higher education are exploring alternate sources of funding that are supported by the BOG. One such opportunity is the online MS/MIS market tuition program proposed by USF's Department of Information Systems and Decision Sciences (ISDS).

ISDS programs such as the MS/MIS empower students (many of them Florida residents) with skills needed in today's knowledge economy. The continued development and delivery of these programs prepare the workforce with the necessary knowledge and skills that new jobs demand, thereby providing employers with a workforce for very technical jobs and creating opportunities for graduates to advance their careers.

The online MS/MIS program focusing on Business Intelligence will provide students with a new set of skills that are in great demand in today's workplace, including opportunities relating to many start-up companies. Working professionals and individuals disadvantaged by distance and time constraints would have access to a program that would provide many sought-after skills.

Estimated annual revenue for the market tuition MS/MIS program is $528,000. A portion of the revenue will be used to support the delivery of the program (approximately $325,797). The residual revenue generated each year will be used to enhance the MS/MIS program by hiring additional high-caliber graduate faculty, providing assistantships and scholarships, investing in state-of-the-art technologies, and recruiting exceptional out-of-state and international students to help improve the educational experiences for Florida residents (approximately $202,203).

Private vendors will not be utilized. The revenue from the online MS/MIS program will be budgeted in a specific continuing education auxiliary account within USF.

Other Information

CIP Code: 11.0501

Currently the MS/MIS program is not offered online and is not offered on a cost recovery basis through continuing education. Enrollments reported in the USF Market Tuition Proposal Summary Spreadsheet are E&G enrollments.

With the approval of this program for market tuition, the program will be converted to a fully online program and offered to non-traditional students who are unable to attend a full-time weekday program on campus. The market tuition format provides opportunities for USF to increase access to the MS/MIS program as it provides resources that will cover costs associated with the delivery of MS/MIS programs throughout the State of Florida and globally, as well as generate revenue for reinvestment in the ongoing development and delivery of the market tuition and E&G program.

The market tuition program will be offered in addition to the E&G-funded program that is currently offered and does not supplant existing university offerings funded by State appropriations.

USF UNIVERSITY OF SOUTH FLORIDA SYSTEM

August 18, 2011

Frank T. Brogan, Chancellor
State University System of Florida
325 W. Gaines Street, # 1614
Tallahassee, FL 32399

Dear Chancellor Brogan:

In accordance with BOG Regulation 7.001 (15)(a)2, the University of South Florida (USF) is requesting a special exception to implement market tuition for a graduate program leading to certification in a State critical workforce need area on the basis that implementation of market tuition will increase the number of graduates in the State of Florida.

The Master's Program in the College of Nursing (CON) at the University of South Florida (USF) in Tampa was approved by the Florida Board of Regents in 1979. Nurse Anesthesia is one of eight concentrations within the MS in Nursing approved by the USF Graduate Council. The first class of students was accepted into the highly selective Nurse Anesthesia concentration in Fall 2006. Among other criteria, students admitted into this concentration must possess the initial Registered Nurse (RN) license.

The Master of Science concentration in Nurse Anesthesia is unlike any other field of study in the USF CON and is unique in two ways:

1. It is a challenging, full-time, 28-month, 72-credit academic and clinical endeavor that starts annually in August and continues independent of the academic calendar. The first twelve months (didactic phase) are spent at the USF main campus in Tampa, Florida. The following sixteen months (clinical phase) are spent among a variety of excellent hospital settings in the Tampa Bay area. Students must maintain full-time enrollment status and are not permitted to hold any regular employment during their enrollment in the program. Upon satisfactory completion of all didactic and clinical work, candidates are awarded the Master of Science degree and are eligible for licensure as an Advanced Registered Nurse Practitioner (ARNP). Graduates are eligible to take the national certification exam to become a Certified Registered Nurse Anesthetist (CRNA).

2. The cost to operate the Nurse Anesthesia concentration hovers around $1.2M per year, minus equipment. This is more than five times the operating cost of any other concentration in the USF CON Master's program. The primary reason is that faculty salaries must be competitive with clinical practice salaries where the median compensation is $189,000 per year. In order for the College of Nursing to recruit and retain the best faculty, it must be able to offer competitive salary and compensation packages. In addition, students must have access to a high-quality simulation environment, which is extremely costly. For example, the average human patient

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www.system.usf.edu

simulator for anesthesia, required to insure patient safety risk reduction, costs $250,000 plus maintenance. Given these extremely high operating costs, the College will not be able to continue offering the Nurse Anesthesia concentration under the existing funding model much beyond the cohort admitted in Fall 2011, unless student tuition and fee revenue can be increased significantly.

If the USF CON is permitted to establish market tuition rates for the Nurse Anesthesia program, the number of students admitted, and thus the number of graduates, will increase. Within its current resources, the CON can admit only15 students per year. In Fall 2011, there were 49 additional qualified applicants in the application pool who were denied admission based on insufficient resources. The table below shows the history of applicants, admits, and graduates since the Nurse Anesthesia concentration was implemented in 2006:

Cohort	Applicants	Admits	Graduates
2006	29	13	12
2007	63	13	12
2008	31	13	10
2009	53	16	13
2010	77	20	TBD
2011	64	15	TBD

If market tuition is approved at the rate requested, the College will immediately (Fall 2012) increase the number of students admitted, with the intent of eventually doubling the current cohort size to 30 students once additional clinical placement sites are identified.

We look forward to your favorable consideration of this request for a special exception. In anticipation, the completed Request to Establish Market Tuition Rates has been transmitted to your office.

Please contact me if additional information is needed.

Sincerely,

Judy Genshaft

Judy Genshaft
President

University: University of South Florida
Program: Master of Science in Nurse Anesthesia

Date	
University Board of Trustees approval date:	September 2, 2011
Proposed Implementation Date (month/year):	August 2012

Market Tuition Rate Process

Explain the process used to determine market tuition.

The USF College of Nursing (CON) requests a market rate of $57,600 for the Master of Science in Nurse Anesthesia (NA), amounting to $800/credit hour for both resident and non-resident students. The proposed market tuition and current E&G-funded programs are not available online.

As shown in the chart below, the current cost of the USF CON NA has the lowest tuition and fees at $26,331; the average cost of such programs is $49,549. Program costs at other institutions range from $36,588 – $63,340; USF's CON program is, at minimum, more than $10,000 less than any other program in the State of Florida. Florida Gulf Coast, Florida International and the University of North Florida have increased their tuition and/or have added fees to tuition to support the high expense, and increasing costs, of their NA programs.

NA Program
Spring 2011

University	Credit Hours	Per SCH	Program Fees	Total
Barry University	51	$875.00	$2000.00	**$46,625.00**
Florida Gulf Coast University	81	$322.08	$10,500.00	**$36,588.48**
Florida Hospital	78			**$51,665.00**
Florida International	71	$371.66	$14,924.00	**$41,311.86**
Gooding Institute/ Bay Medical	94			**$63,340.00**
University of Miami	100			**$61,999.98**
University of North Florida	92	$336.90	$17,005.20	**$48,000.00**
Wolford College	72			**$46,256.00**
University of South Florida	72	$365.71		**$26,331.12**
USF Market Based	72	$800.00		**$57,600.00**

References: University websites, April 2011

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the

university and the Board strategic plan:
The proposed market tuition Nursing Anesthesia (NA) program is well aligned with both the mission of USF and the Board of Governors.

By creating a strong and sustainable economic base in support of USF's growth, the proposed market tuition NA program supports an expanded and improved teaching and research mission, one of four goals outlined in USF's Strategic Plan, 2007-2012.

Further alignment of the NA program with the University of South Florida mission is described below.

The University of South Florida's Mission Statement:

As Florida's leading metropolitan research university, USF is dedicated to excellence in:

- *Student access and success in an engaged, and interdisciplinary, learner-centered environment,*
- *Research and scientific discovery, including the generation, dissemination, and translation of new knowledge across disciplines; to strengthen the economy; to promote civic culture and the arts; and to design and build sustainable, healthy communities, and*
- *Embracing innovation, and supporting scholarly and artistic engagement to build a community of learners together with significant and sustainable university-community partnerships and collaborations.*

1. Student Access – This program enables the university to fulfill one of its fundamental purposes. The college utilizes top faculty who are actively engaged practitioners in the Tampa Bay area to teach and train future Nurse Anesthetists. This helps to insure that students receive learning experiences relevant to today's health care technology and up-to-the-minute practice methods.

2. Research and Scholarship – The research component of the program incorporates several core courses including biostatistics, nursing research and evidence-based research. Students are required to complete an evidence-based project and submit the project for publication. NA faculty are also active in research, grant writing, and scholarship, having received the 2008 HRSA advanced nursing education grant; the director is conducting a human subject randomized control trial to investigate the effect of tight glycemic control on surgical site infections in open heart patients funded by the AANA Foundation; the Assistant Director is a chapter editor in Dr. Mark Greenburg's (Editor) *Handbook of Neurosurgery;* and all NA faculty are collaborating with other disciplines to provide inter-disciplinary learning experiences using high fidelity simulation and AHRQ learning modules to improve teamwork and collaboration, reduce errors, and improve patient outcomes/quality.

3. Service – USF graduate professional nurse anesthetists are specialists who perform a vital service for the Tampa Bay community. The nature of the work is critical and the highest standards are expected and met by faculty and students. In order to practice anesthesia independently, safely and prudently, a solid foundation in the basic sciences along with sound judgment in the clinical setting is required. The profession of nurse anesthesia is a life-long learning process. Students and graduates recognize their responsibility to the profession and their individual patients and pursue further knowledge and challenging clinical experiences. In this way, USF alumni continue to enrich and enhance the Nurse Anesthesia profession, and are of valuable service to the Tampa Bay community throughout their careers. In the Nurse Anesthesia program, service is also evidenced by participation of the nurse anesthesia faculty

on various college committees and local and national organizations.

With the opportunity to establish a market-based tuition structure for the USF Nurse Anesthesia program, the College of Nursing (CON) will be in a position to support more fully the Board of Governors system goals established for 2012-2013:

Goal 1: Access to and production of degrees. The Nurse Anesthesia program, a 72 credit-hour Master of Science program, is an entry-to-practice program for baccalaureate nurses who want to become advanced practice nurses in anesthesia. The program annually admits 15-20 students in the fall and currently has 38 students enrolled (summer 2011), with 15 admitted to start in fall 2011. With market-rate tuition, enrollment will increase.

Goal 2: Meeting Statewide professional and workforce needs. There is a steady unmet demand for anesthesia providers throughout the state and the nation. According to the RAND health research in 2007, there was a nationwide need for 3,800 anesthesiologists and 1,282 CRNA's or 9.6% and 3.8%, respectively, of the total anesthesia provider workforce. Currently there is a 5.2% shortage of anesthesia providers in the southern region, including Florida (Daugherty, Fonseca, Kumar KB, and Michaud, 2010). The USF Nurse Anesthesia Program is an important provider of CRNAs to meet this demand and provide anesthesia services in rural areas and to under-served populations.

Goal 3: Building world-class academic programs and research capacity. USF is ranked 27th among "America's Top Research Universities," a ranking of 600 universities. The CON achieved its highest ranking as 28th among its peers in NIH funding. The proposed market-tuition NA program is designed to provide additional resources for realizing the College's world-class academic programs and research capacity.

Goal 4: Meeting community needs and fulfilling unique institutional responsibilities. The NA program has been an overwhelming success within the Tampa Bay community. This is evidenced by the growth in clinical sites interested in and willing to train our students. In 2006, the program was affiliated with three clinical sites: James A. Haley Veteran's Hospital, Bayfront Medical Center and Tampa General Hospital. Currently the program has 14 clinical site affiliations, all in the Tampa Bay region. Since the NA program inception, the CON has graduated 40 students with 100% national certification pass rate and 100% employment rate/placement into practice. Over 90% of the graduates are filling practice roles in the State of Florida.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The proposed market tuition NA program will not increase any fiscal liability to the State of Florida.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Pursuant to BOG Regulation 7.001, any annual increase in the approved market tuition rate shall be no more than 15% over the preceding year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

USF continuously reviews all of its academic programs with respect to student learning outcomes and other quality indicators. Annual assessment plans with expected learning outcomes are maintained for all degree programs and in-depth reviews are conducted at least once every seven years.

The success of this proposed program relies on the ability to deliver a superior learning experience to all students and insure their successful entry into practice. The following accountability measures have been established to monitor the success of the program:

- Student Quality, indicated by exams and employer and clinical evaluations - All graduates of the nurse anesthesia program have passed the National Certifying Exam (NCE) and are engaged in productive anesthesia practice. Students take a national Self Evaluation Exam while in the program and scores for this exam and the NCE are above the national average. Employer evaluations were solicited for all graduates of the nurse anesthesia program in fall 2010 with a response rate of 83%. Results of the employer evaluations of graduates were positive, indicating all graduates exhibit sound clinical judgment, have an understanding of hemodynamics, demonstrate technical proficiency in regional anesthesia, exhibited a broad knowledge base upon graduation of anesthesia principles, pharmacology, anatomy, physiology, and pathophysiology. Evaluations indicated graduates function in a manner to promote patient safety, preserve patients' rights, and exhibit professional behavior. Clinical site evaluations and a recent accreditation visit by the Council on Accreditation revealed a high level of satisfaction with student performance and professionalism. All of the above criteria will be used to ensure student quality in the NA market-based tuition program.

- Student Satisfaction, indicated by alumni evaluations – The College of Nursing (CON) uses the EBI alumni survey. Alumni evaluations are sent one to two years after graduation to each graduate. These evaluations are designed to identify areas of anesthesia knowledge and skill preparation that are either rated deficient or excellent in a graduate's education. Evaluative data gained from this input are used to examine the curriculum for possible changes. Evaluations of students and alumni reveal that >95% are satisfied with the education provided by the CON. The EBI alumni survey will be employed with graduates from the NA market-based tuition program.

- Faculty and Clinical Excellence, as indicated by licensure and clinical practice – All College of Nursing faculty members who are both Advance Registered Nurse Practitioners and supervisors of clinical students maintain a clinical practice to ensure competency in practice. The nurse anesthesia faculty bring a wide range of practice experience and expertise to the program with current clinical practice positions at the James A. Haley Veteran's Hospital, Bayfront Medical Center and in private practice. These faculty will deliver the NA market-

based tuition program.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The College of Nursing (CON) has been offering a complete curriculum without fail since the program began in Fall 2006. The course schedule and faculty assigned to these courses are determined well in advance of students being admitted into a cohort and the CON has always insured sufficient availability of courses for degree completion.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

As state revenues continue to decline, it becomes more and more important for the university to find alternative sources of funding, where appropriate, to cover the costs of unusual or high-impact degrees. The ability to charge market-based tuition for the Master of Science in Nurse Anesthesia offers such an opportunity while offering a degree option that is clearly a need in the State of Florida.

The cost of educating a nurse anesthetist far exceeds that incurred by a standard graduate program. For example, Nurse Anesthesia students require a quality, simulation learning environment which is extremely costly. The use of simulation allows learners to experience highly complex scenarios and tasks without placing the patient at risk. Through a full education simulation program, learners may become "seasoned" without having to risk patient safety. Anesthesia simulation is even more costly than normal high fidelity simulation, with the average human patient simulator for anesthesia costing $250,000, compared to $80,000 for others; maintaining just one such simulator costs $50,000 per year in maintenance, supplies and technician costs.

Additionally, in order to retain quality faculty, salaries must be competitive with outside clinical practice salaries. The median compensation for full-time CRNAs in practice in 2008 was $166,000. According to Merritt Hawkins & Associates (2009), the average salary for CRNAs in 2009 was $189,000. The reported average annual salary for anesthesiologists in 2010 was $331,000 (Hawkins & Associates, 2010). Currently the faculty of the USF Nurse Anesthesia program includes three CRNAs and two anesthesiologists. Salaries of Directors of Nurse Anesthesia programs average $146,990, but are as high as $247,000 (Merwin, Stern & Jordan, 2008; Jordan, 2010). Also, salaries of academic faculty for Nurse Anesthesia programs average $133,473 (Merwin, Stern & Jordan, 2008). The ability for the College of Nursing at USF to recruit and maintain the best practitioners relies on its ability to offer a competitive salary and compensation package.

Additionally, the demand for advance practice specialties, including nurse anesthetists, is expected to see some of the strongest growth throughout the country as they are seen as a cost-effective alternative to physicians while maintaining the same high-quality standard of patient care. CRNAs practice in every setting in which anesthesia is delivered: traditional hospital surgical suites and

obstetrical delivery rooms; critical access hospitals; ambulatory surgical centers; the offices of dentists, podiatrists, ophthalmologists, plastic surgeons, and pain management specialists; and U.S. military, Public Health Services, and Department of Veterans Affairs healthcare facilities. There are approximately 44,000 CRNAs nationally and 3,500 in Florida (AANA & FANA Website). The USF Nurse Anesthesia program is an important provider of CRNAs who deliver 80% of anesthesia services in rural areas and to under-served populations.

Estimated annual revenue for the market tuition NA program is $864,000. A portion of the revenue will be used for the delivery of instruction (approximately $637,161). Residual revenue would be used to enhance equipment in the nursing skills and simulation labs, enhance student learning opportunities and provide other means of direct support to the NA program (approximately $226,839). In addition, the college would increase the number of students admitted into the program.

No outside vendors will be used, and funds for this activity will be budgeted through a designated USF continuing education auxiliary.

Other Information

See Attached Letter to Frank T. Brogan, Chancellor, State University System of Florida

CIP code: 51.1601

Currently the MSNA is not offered online and is not offered on a cost recovery basis through continuing education. There are no plans to convert this program to an online program. Enrollments reported in the USF Market Tuition Proposal Summary Spreadsheet are E&G enrollments.

If approved, the market tuition MSNA will provide an opportunity for USF to create student access to the program as it will generate funding to cover delivery cost as well as generate revenue for reinvestment in the ongoing development and delivery of the market tuition and E&G NA programs.

The market tuition program will be offered in addition to the E&G-funded program that is currently offered and does not supplant existing university offerings funded by State appropriations.

University: University of South Florida
Program: Master of Public Administration

Date	
University Board of Trustees approval date:	September 2, 2011
Proposed Implementation Date (month/year):	August 2012

Market Tuition Rate Process

Explain the process used to determine market tuition.

Approval is being sought to set market tuition for delivery of a blended online/classroom Master of Public Administration (MPA) at $1000/credit hour for both resident and non-resident students. Currently, the MPA is not an online program.

The tuition rate of $1000/credit hour for the proposed program is in line with the costs of similar MPA programs. The following MPA programs, identified as similar but not identical to the proposed online program, were used to establish the rate for the USF MPA market tuition program.

University (Program)	Public/Private	Program Name	Tuition per Credit Hour	Credit Requirements
Florida State University (MPA)	Public	Public Administration	$1003	42
University of Central Florida (MPA)	Public	Public Administration	$1012	42
University of Pittsburgh (MPA)	Public	Public and Nonprofit Management	$1231	48
University of Illinois at Chicago (MPA)	Public	Public Administration	$1053	52
Strayer University (MPA)	Private	Public Administration	$483	42
USF market tuition (MPA)	Public	Public Administration	$1000	45

The Academic Year 2011-12 graduate tuition and fee rate for the existing MPA is $399.76 (Florida resident) and $821.19 (non-resident).

In subsequent years, tuition will be determined by market forces that could result in an increase or decrease in tuition, but any increases as per BOG requirement will not exceed 15% per year.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The proposed market tuition MPA program is designed to establish a strong and sustainable economic base in support of USF's growth and mission, one of four goals outlined in USF's Strategic Plan 2007-2012.

Mission

As Florida's leading metropolitan research university, USF is dedicated to excellence in:

- *Student access and success in an engaged, and interdisciplinary, learner-centered environment,*
- *Research and scientific discovery, including the generation, dissemination, and translation of new knowledge across disciplines; to strengthen the economy; to promote civic culture and the arts; and to design and build sustainable, healthy communities, and*
- *Embracing innovation, and supporting scholarly and artistic engagement to build a community of learners together with significant and sustainable university-community partnerships and collaborations.*

For Students: Few universities offer an MPA or related programs that have both an executive and global focus. The USF Public Administration faculty, residing in the Department of Government and International Affairs in the College of Arts and Sciences, is comprised of a globally diverse faculty who are ready and capable of offering this type of initiative. Primarily online, the proposed program increases student access and success by creating opportunities for those who cannot attend the existing classroom-based program. This is consistent with the vision of the University to increase access to educational opportunities within the State of Florida.

For Research and Scholarship: The proposed market tuition MPA program has the potential to enhance the research productivity of USF's College of Arts and Sciences as well as the Department of Government and International Affairs. Guided by faculty, MPA students who are also local, state, federal, and international government employees will have the opportunity to collect data for research and case writing. Further, participating faculty members will also have opportunities to share their research with these agencies, thereby increasing the prospects of grant/contract funding. Additionally, the program has the potential to attract high-achieving graduate students to the new Ph.D. program in Government.

For the State of Florida and the Tampa Bay Community: The proposed market tuition MPA program will train members for public and nonprofit sectors in areas including Organizational and Human Resource Management, Public Policy, Information Management, and Budgeting and Financial Administration; empower them with the skills needed to compete for advanced positions and new jobs that are being created in public and nonprofit arenas; and expose them to new ideas that could lead to innovative approaches in Public Administration.

Similarly, the proposed market tuition MPA program is aligned with the Board of Governors system goals, established for 2012-2013:

Access and production of degrees: The proposed market tuition MPA program increases access for working professionals and others who are unable to attend the existing MPA program at USF due to distance and/or employment constraints. The proposed program will increase the production of

degrees granted by USF.

Meeting statewide professional and workforce needs: The MPA program will train members of Florida's public and nonprofit workforce for new opportunities that are being created due to the rapidly changing landscape and challenges in both sectors. This will help Florida address critical economic and workforce needs.

Building world-class academic programs and research capacity: The Department of Government and International Affairs in USF's College of Arts and Sciences has offered courses in public and nonprofit administration for more than 35 years. During this period approximately 800 MPA degrees have been granted. Many graduates have risen to positions of prominence in Florida government, including Florida's Secretary of State Kurt Browning, MPA'94; Brian Corley, Supervisor of Elections for Pasco County, MPA'07; and State of Florida Representative John Legg, MPA '10. USF's MPA graduates serve in a number of leadership capacities in city/county management and nonprofit agencies in the Tampa Bay region, and beyond. The existing MPA is regarded as a high quality program, as evidenced by a diverse pool of academically gifted applicants enrolling in it from all over the region. The resources generated from this program would be used to enhance the research capacity of the Department of Government and International Affairs. Increased visibility of the MPA program and the USF brand would attract even higher quality graduate students to enroll in the doctoral program, leading to even higher-quality research output.

Meeting community needs and fulfilling unique institutional responsibilities: As a leading urban university committed to contributing to the economic development in the State of Florida, USF will continue to fulfill its institutional responsibilities by providing increased access to graduate education in Public Administration. This potentially leads to improved public and nonprofit management practices throughout the Tampa Bay region and beyond.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

University of South Florida's market tuition MPA program will not increase the State's fiscal liability or obligation.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Pursuant to BOG Regulation 7.001, any annual increase in approved market-tuition rates shall be no more than 15% over the preceding year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

USF continuously reviews all of its academic programs with respect to student learning outcomes and other quality indicators. Annual assessment plans with expected learning outcomes are maintained for all degree programs and in-depth reviews are conducted at least once every seven years.

The success of the market tuition MPA program will also be measured by student enrollment, student quality, and student satisfaction.

- **Student Enrollment:** Attracting a cohort of 20 or more students ensures the successful accomplishments of the objectives set for this market tuition program, which include increased access for students and generating residual revenue for reinvestment in the program.

- **Student Quality:** Student quality for the program will be determined by GRE scores, GPAs, previous work experience, and student performance throughout the program.

- **Student Satisfaction:** Student satisfaction will be measured by exit surveys and the percentage of students willing to recommend the MPA program to others.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

The proposed program will be cohort-based with a fixed set of courses that all students would be required to take. The schedule for the program will be finalized well in advance, with faculty resources committed. Historically, for the existing classroom-based MPA program, the availability of courses has not been an issue. The Department of Government and International Affairs and the Public Administration Program are committed to ensuring the timely delivery of all the courses for the program. Extraordinary demand would be met by hiring additional faculty using funds generated by the program.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Estimated annual revenue for the market tuition MPA is $1,350,000. A portion of the revenue will be used to support the delivery of the program (approximately $556,485). Additionally, the launching of the MPA market tuition program would generate revenue to reinvest in USF's Department of Government and International Affairs in the College of Arts and Sciences, including the existing classroom-based MPA program, as well as the market tuition MPA program.

The market tuition MPA program will provide a set of skills to professionals who are critical to improving government as well as nonprofit impact and effectiveness in today's economic environment. Working professionals and individuals unable to take advantage of USF's existing classroom-based MPA program would have access to a program that would provide them with many sought-after skills.

Private vendors will not be utilized. The revenue from the MPA program will be budgeted to a specific continuing education auxiliary account within USF.

Other Information

CIP code: 44.0401

Currently the MPA program is not offered online and is not offered on a cost recovery basis through continuing education. Enrollments reported in the USF Market Tuition Proposal Summary Spreadsheet are E&G enrollments.

With the approval of this program for market tuition, the program will initially be converted to a hybrid program with the intent to offer it fully online in the future. The proposed market tuition MPA program, offered partially online with off-campus weekend classes, increases access for working professionals and others throughout the State of Florida who are unable to participate in traditional courses that are scheduled to meet each week over the length of a semester.

The market tuition program will be offered in addition to the E&G-funded program that is currently offered and does not supplant existing university offerings funded by state appropriations.

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
2:30 p.m. - 5:00 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.

_____
Frank T. Martin, Chair

_____
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

P.O. Box 160002 • Orlando, FL 32816-0002 • (407) 823-1823 • Fax: (407) 823-2264 • jhitt@mail.ucf.edu

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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.

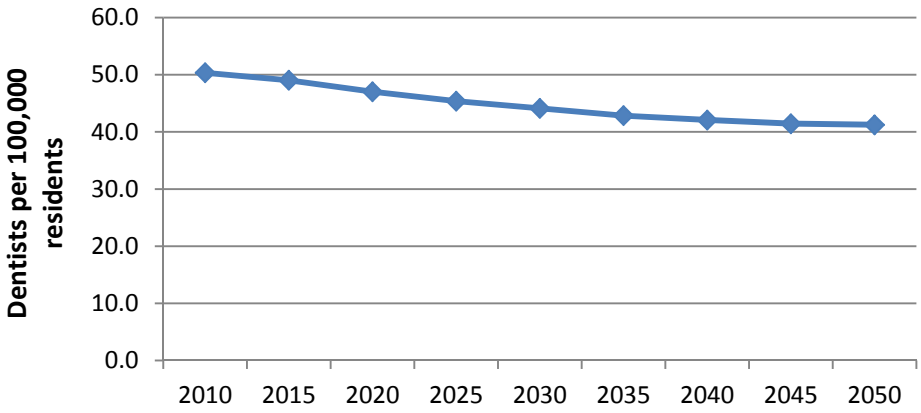

Figure 1. Florida dentists per 100,000 residents

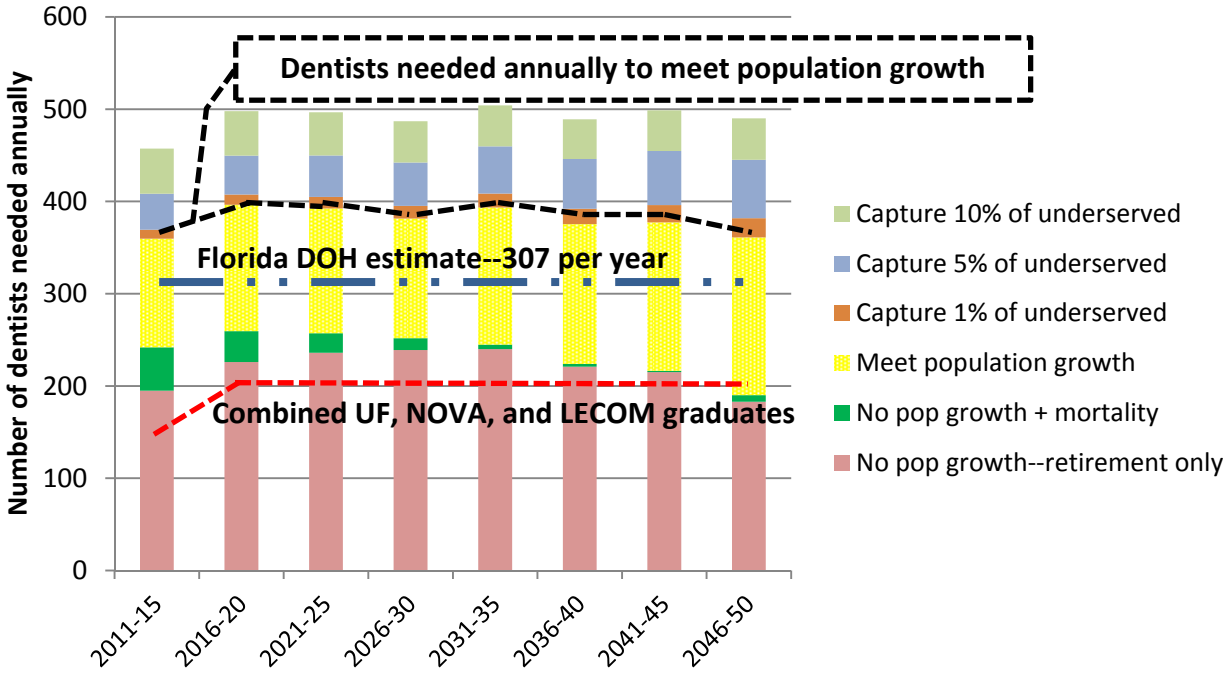

Figure 2. Annual Florida dentist needs, 2010-50

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.

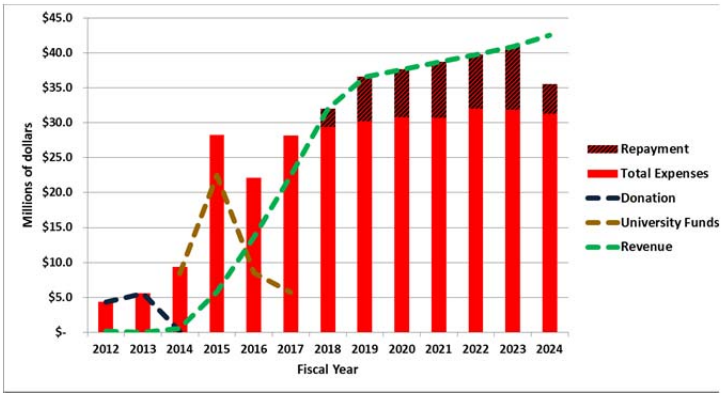

Figure 3. Advance and repayment structure

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.

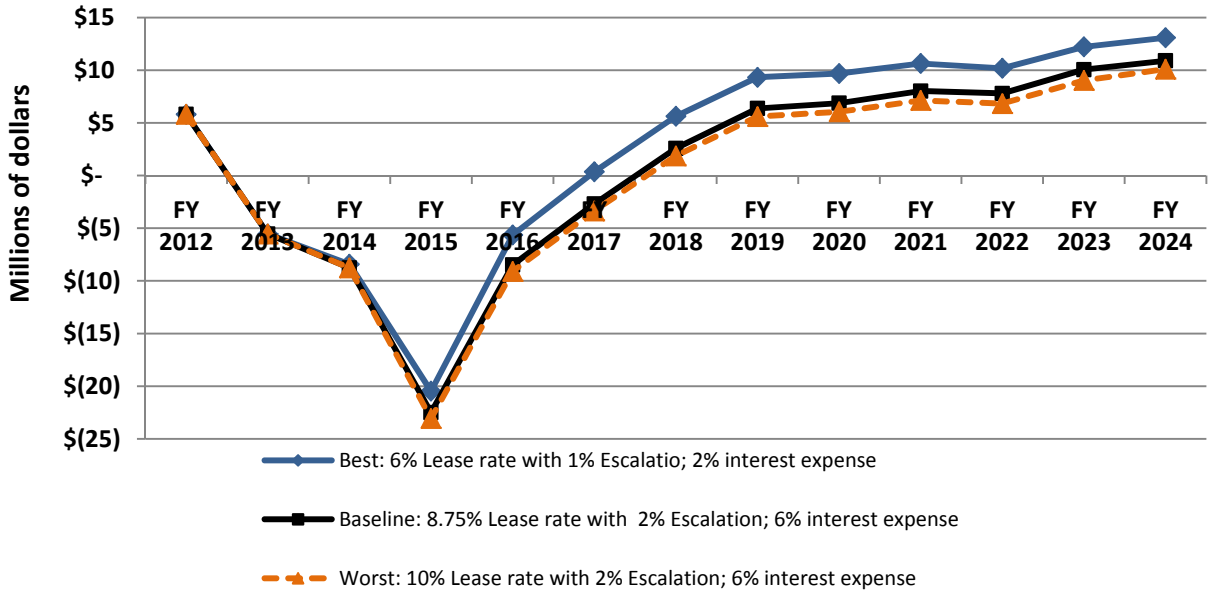

Figure 4. Revenue-expense: interest rate sensitivity

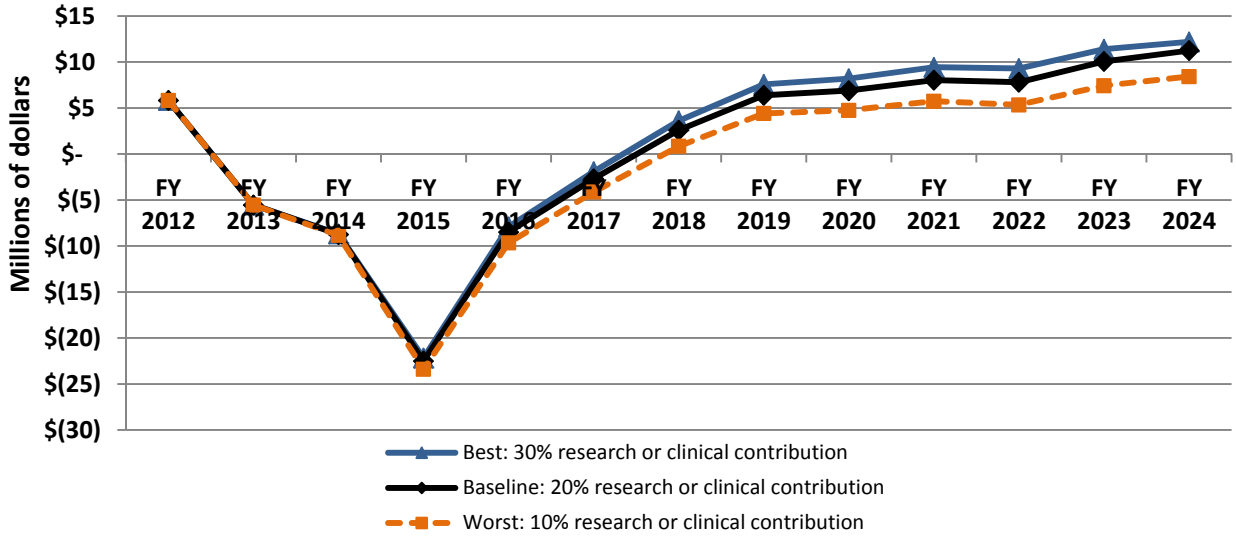

Figure 5. Revenue-expense: research and clinical rates—10% to 30%

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.

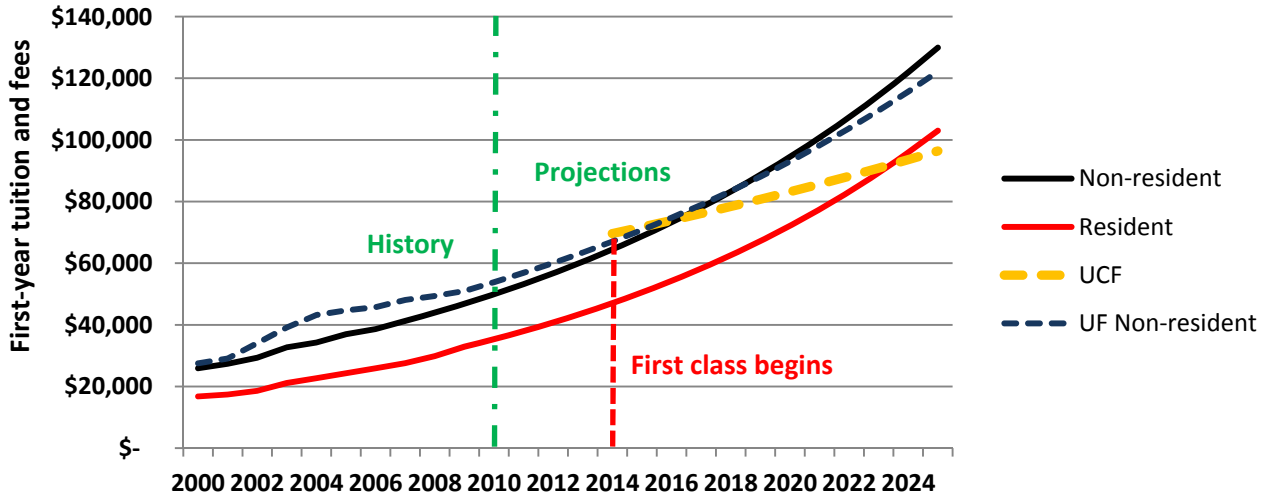

Figure 6. Dental school tuition history and projections

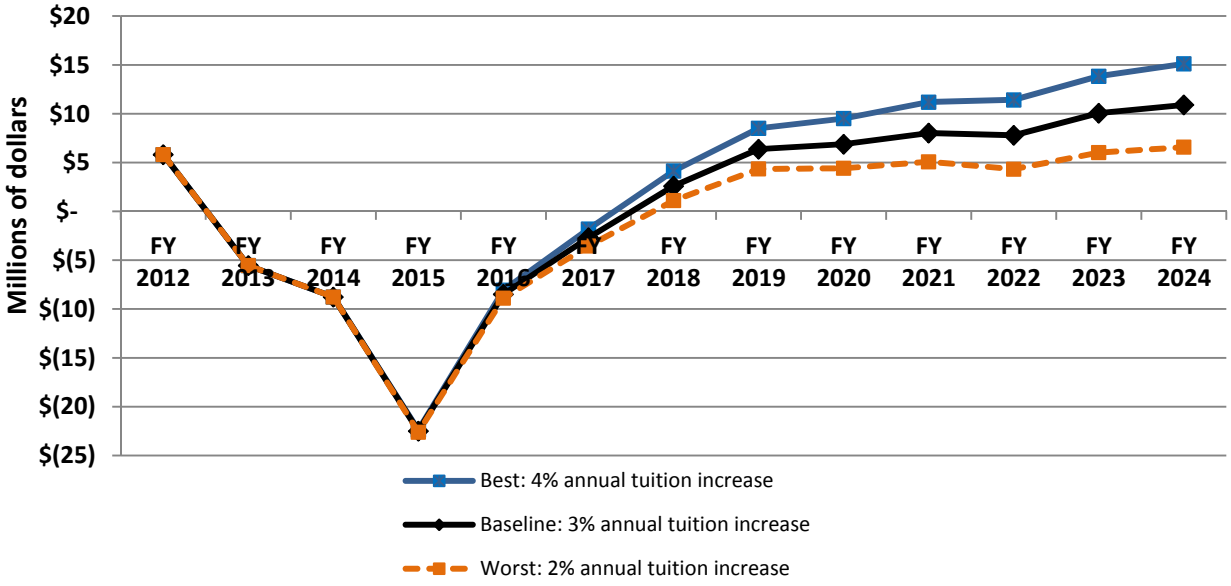

Figure 7. UCF tuition increase rate sensitivity

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.

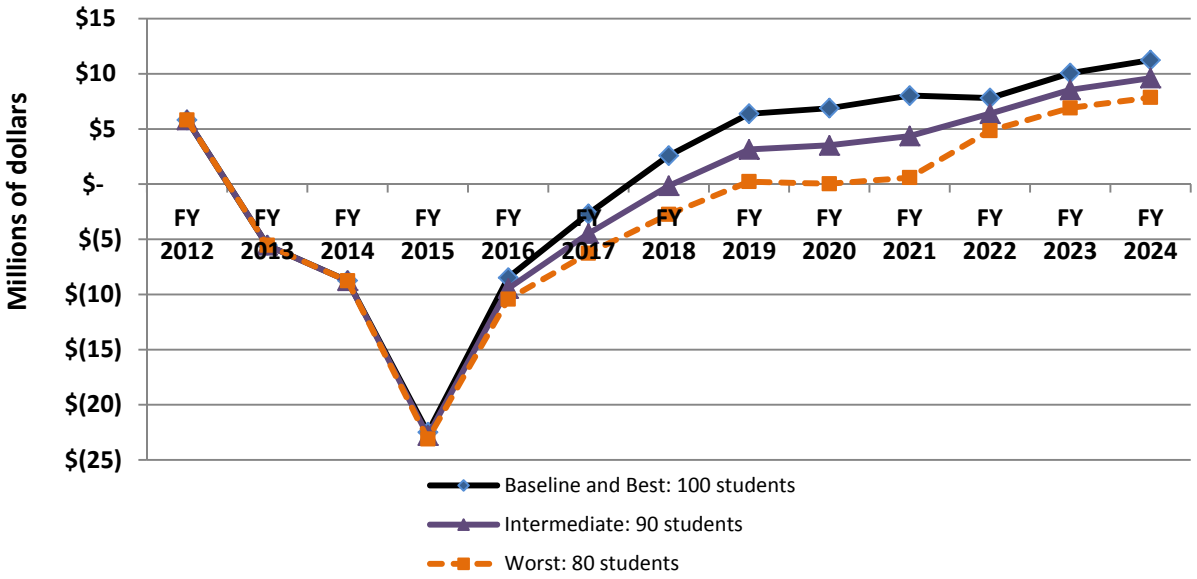

Figure 8. Impact of enrollment changes

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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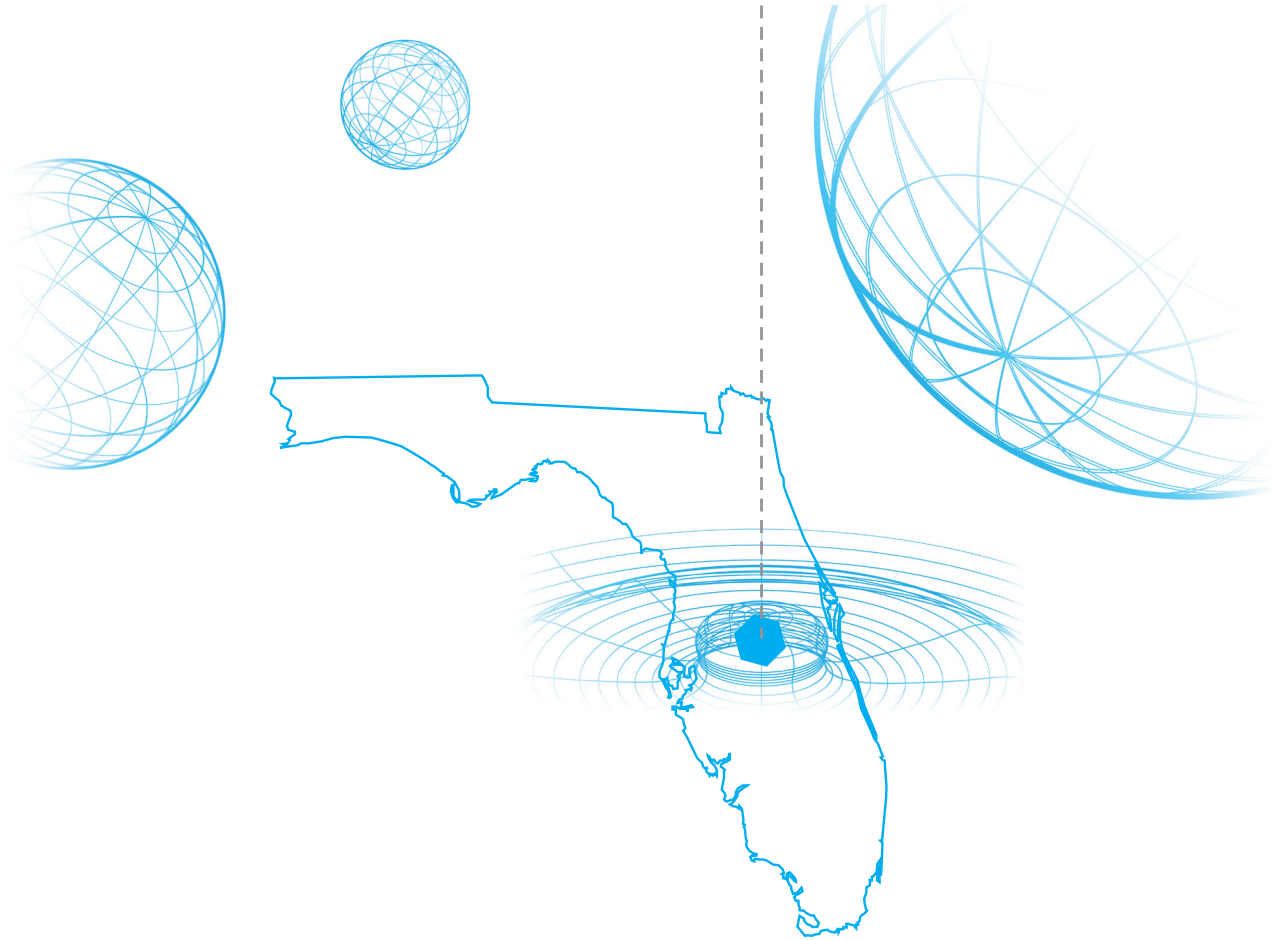
Business Plan:

A New Polytechnic University in Florida



10.24.11

Revised 10.27.11

00
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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.

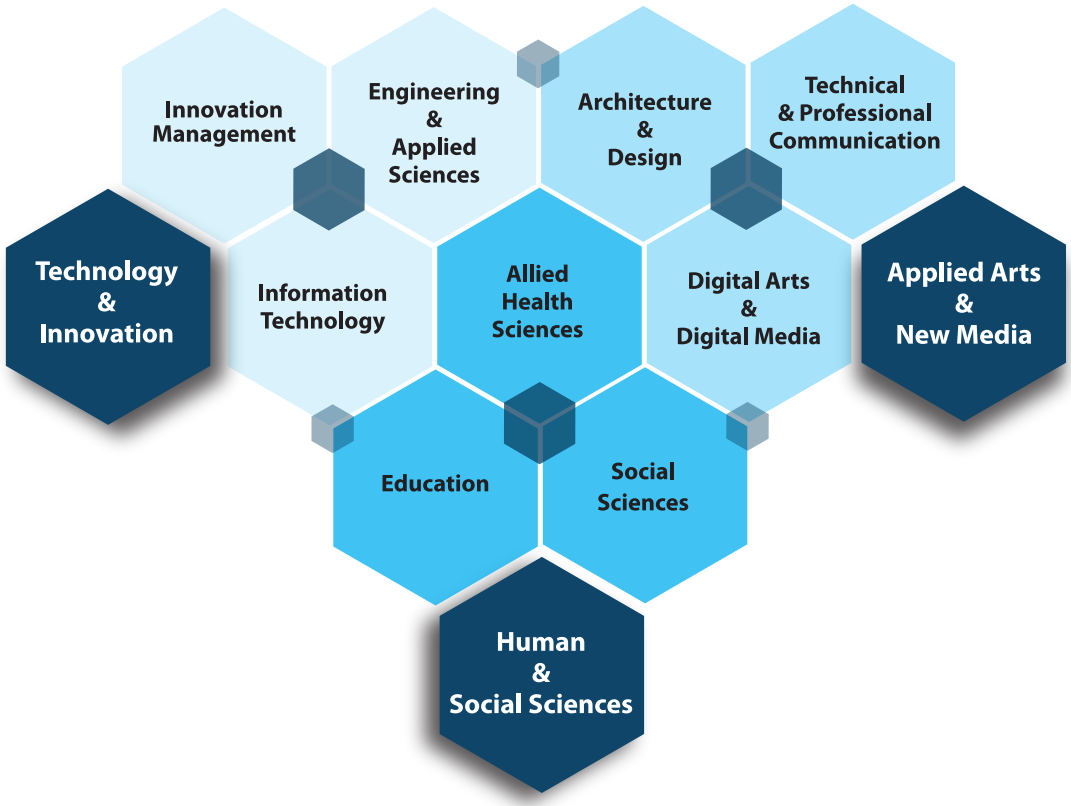
Students at the polytechnic will gain not only academic knowledge and skills but also critical applied habits of mind:

- **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."

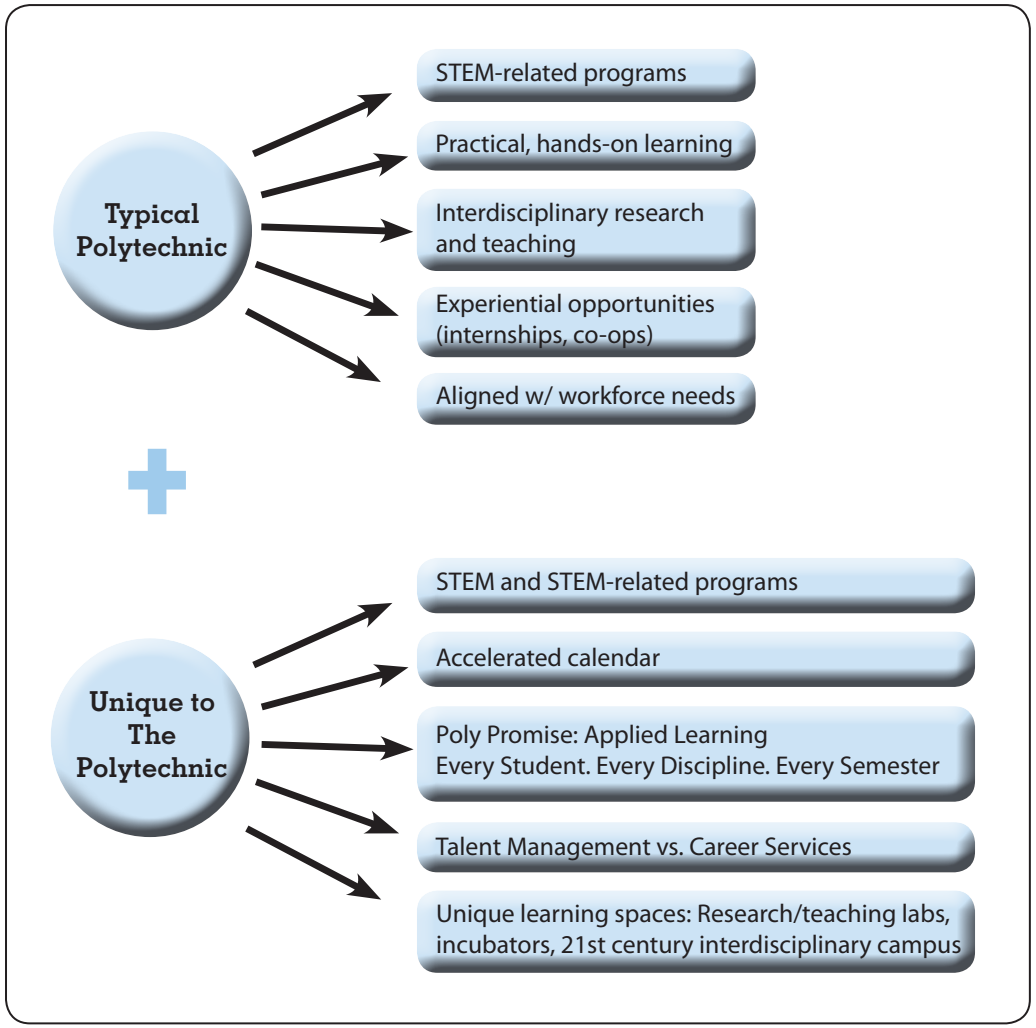


Figure 7A

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).

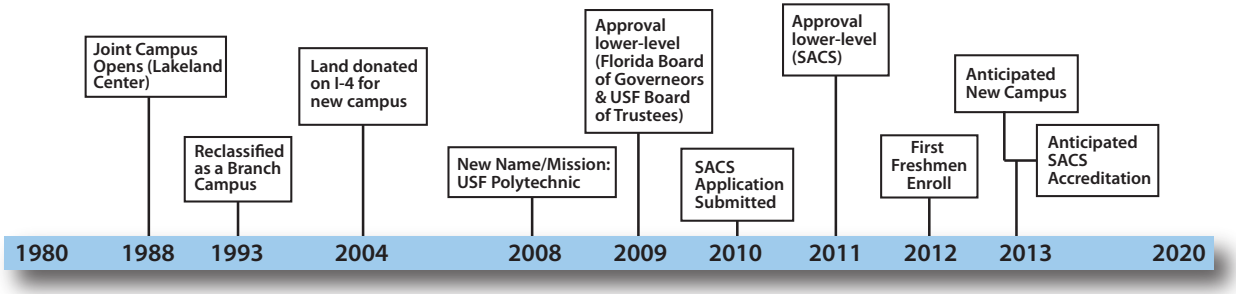
Establishment of the USF Lakeland Campus

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.

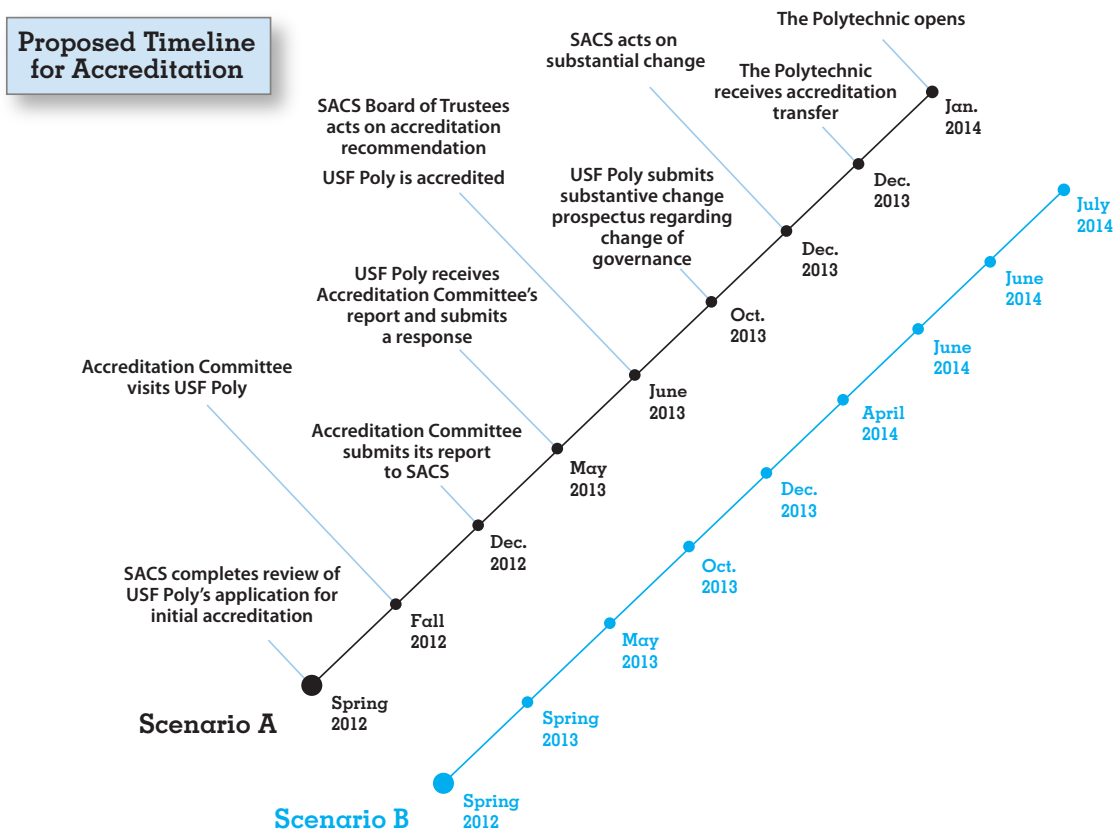
In response to notification of the consideration of USFP as a separate SUS institution, SACS has suspended its review of the application pending clarification of that status. Degree programs at the University of South Florida Polytechnic continue to be accredited under the University of South Florida.

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

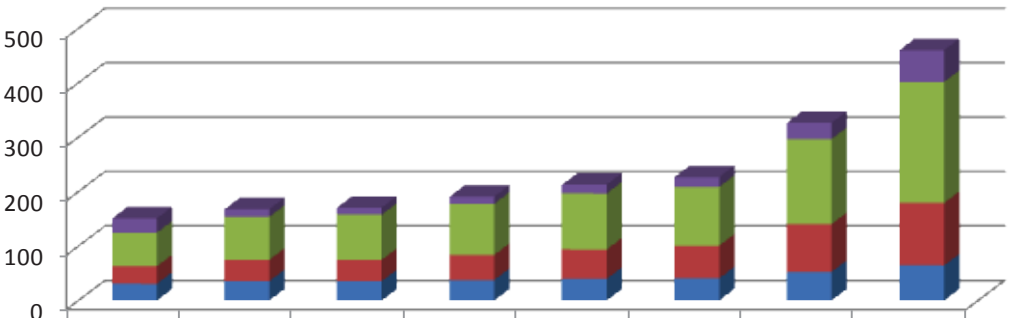
Currently, USFP has $32.9 million in total revenue for FY 2011-12 from the following sources: General Revenue/Lottery, Tuition/ Tuition Differential and Fees, Phosphate Research Trust Fund and Financial Aid and Academic Related Fees. Of the $32.9 million, the state provided in two recent legislative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

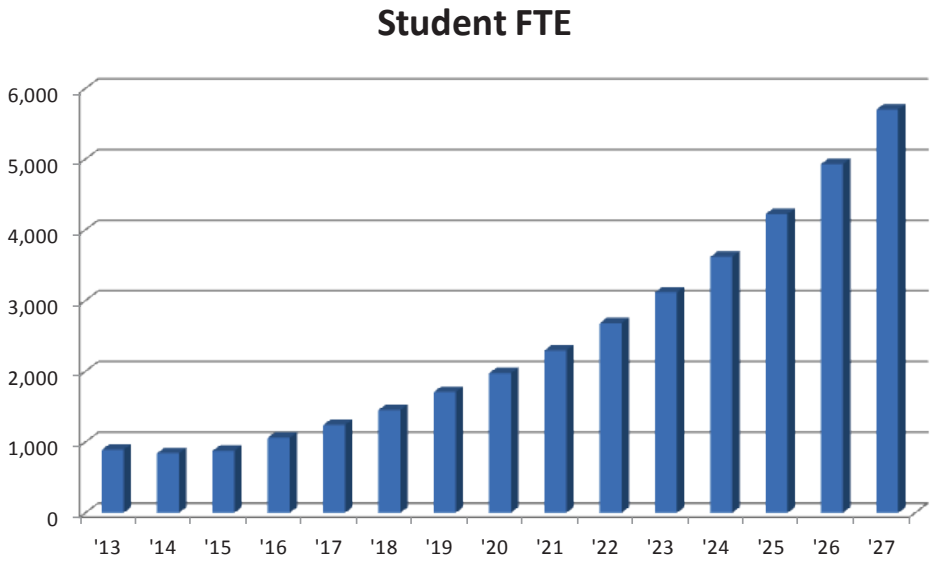


Figure 22A: Student Growth Over Plan Period

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.

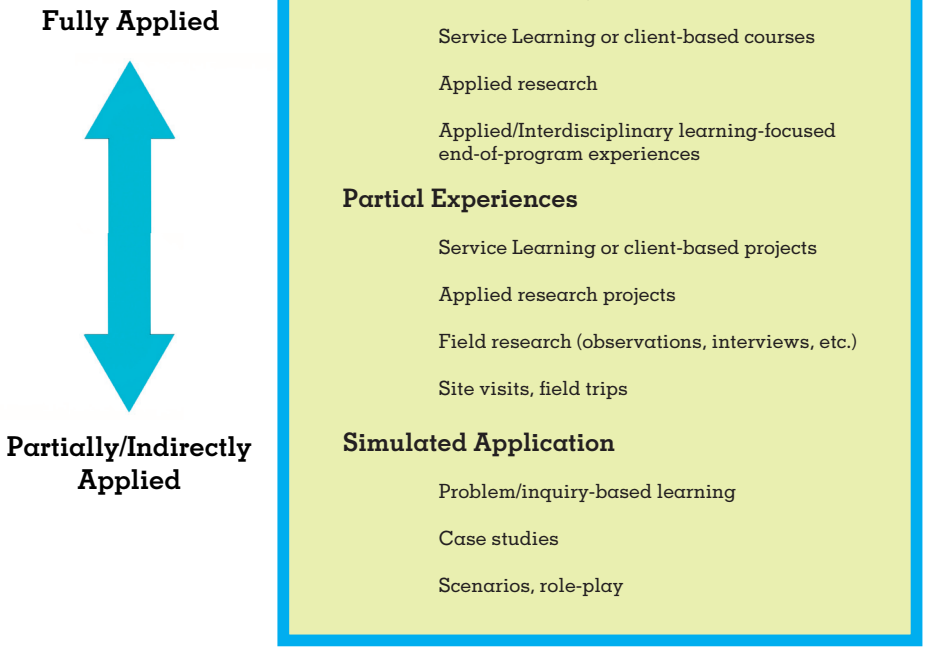


Figure 26A.
The Polytechnic Experiential Learning Continuum

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.

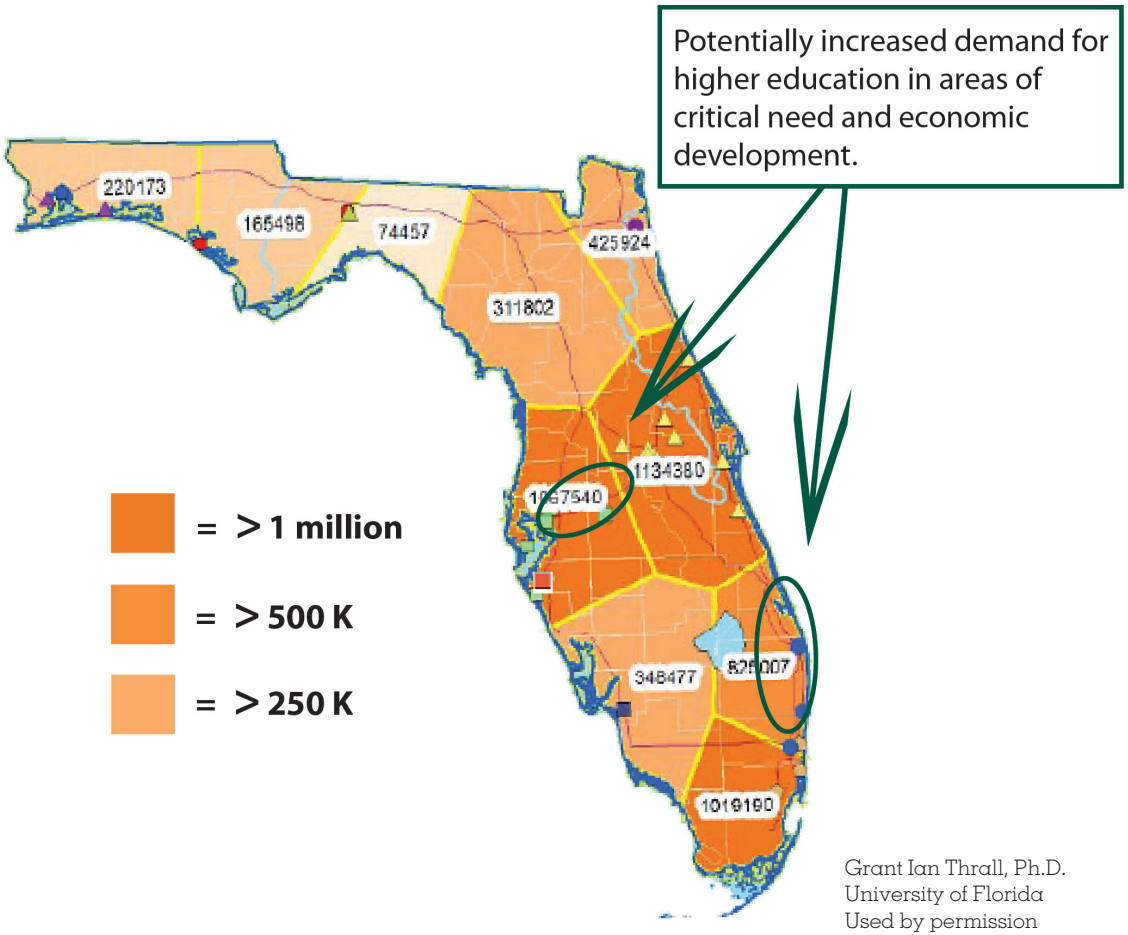
A student entering as a freshman would immediately be assigned a Talent Management Agent who assesses the student's interests, aptitudes and personality in order to assist with charting his/her academic journey. The Talent Management Agent will help the student take advantage of the myriad of experiential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

09
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%.

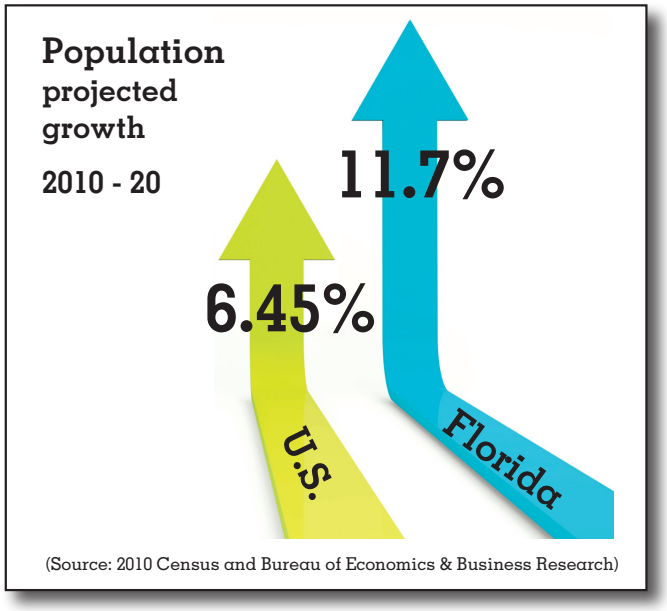
- The southern United States is also one of the few areas where high school graduation rates are projected to increase by 7% through year 2020.

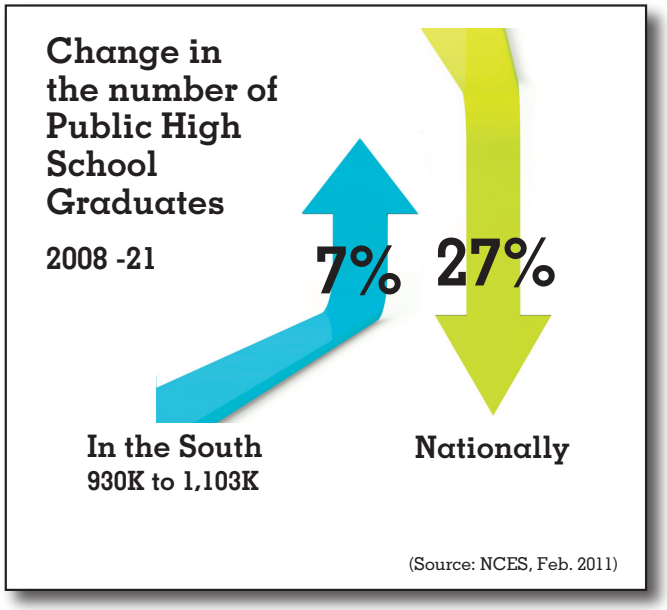
New academic programs will drive enrollment growth. These programs are STEM-related and in demand, both in terms of workforce needs and student unmet demand. Figure 31A on page 31 shows enrollment growth (annual unduplicated headcount) over the period 2010 to 2026.

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.

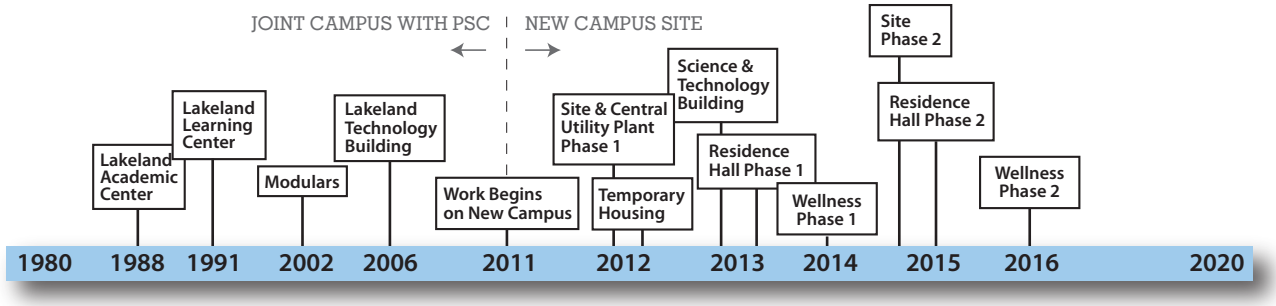
09
Student Enrollment Plan and Projections

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

continued on next page

continued

CAPITAL PLAN FOR SERVING ACADEMIC PROGRAM ARRAY				
	The Polytechnic **CURRENT/ TRANSITION**	The Polytechnic Degree Programs **PHASE I: 2013-16**	The Polytechnic Degree Programs **PHASE II: 2017-21**	The Polytechnic Degree Programs **PHASE III: 2022-26**
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-

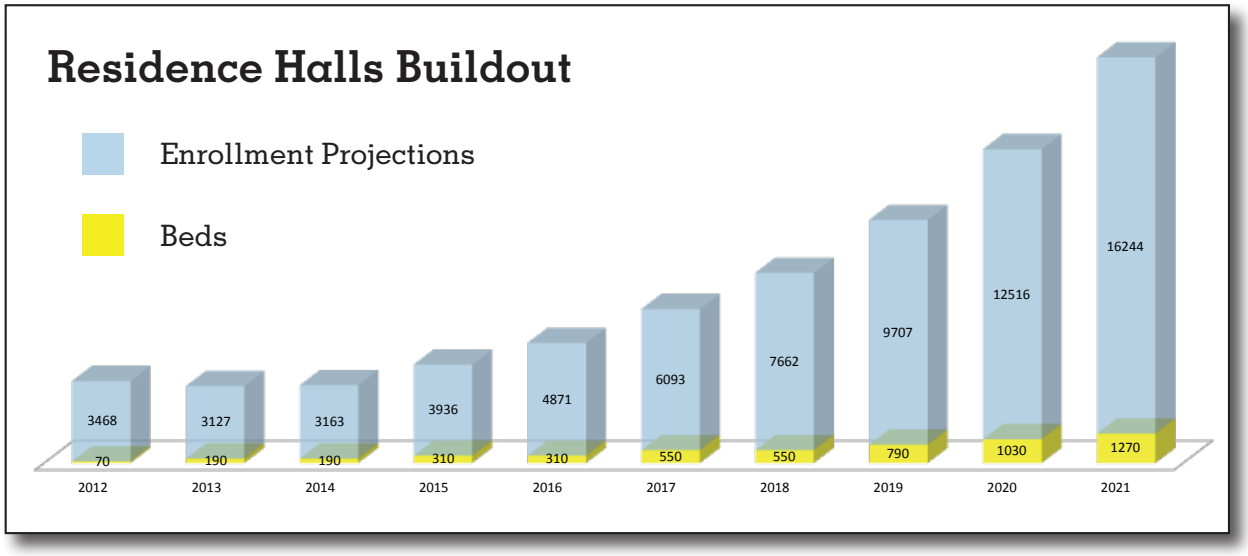


Figure 40A: Residence Halls Buildout

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

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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

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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
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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
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Faculty Senate Total	-	-	0
Financial Aid Total	28,051	4,948	32,999
General Counsel Total	25,684	4,387	30,071
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Graduate School Total	7,637	1,347	8,984
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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:
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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.

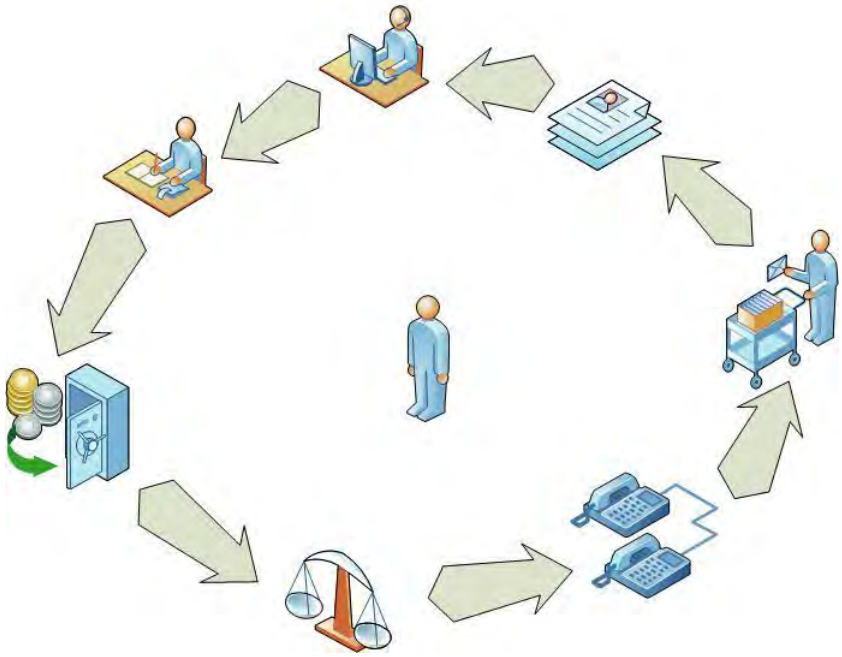
The Systems

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.

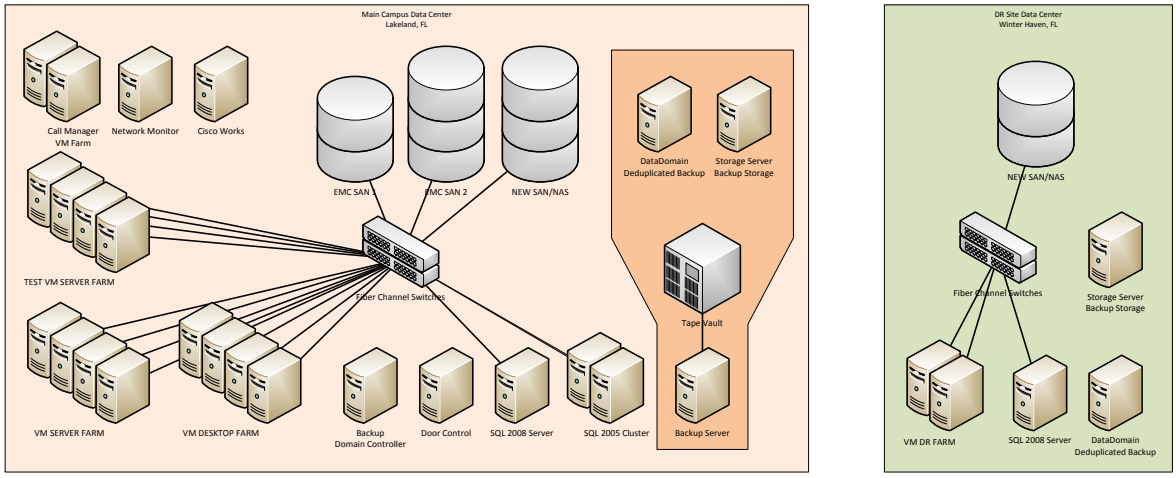
Active Directory

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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BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
TURLINGTON BUILDING
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MINUTES
BOARD OF GOVERNORS
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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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STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

AGENDA
Facilities Committee
Premier Club Level
FAU Stadium
Florida Atlantic University
Boca Raton, Florida
November 10, 2011
8:30 a.m. - 9:00 a.m.

Chair: Dick Beard; Vice-Chair: Dean Colson
Members: Martin, Perez, Stavros, Temple, Yost

1.	**Call to Order**	**Governor Dick Beard**
2.	**Meeting Minutes, September 14, 2011**	**Governor Beard**
3.	**Review and Amend the 2012-13 SUS Fixed Capital Outlay Legislative Budget Request**	**Mr. Chris Kinsley** *Director, Finance & Facilities*
4.	**2011 Higher Education Utilization Study**	**Mr. Kinsley**
5.	**A Resolution Requesting the Division of Bond Finance Of the State Board of Administration of Florida to Issue Revenue Refunding Bonds on Behalf of the Florida State University Research Foundation, Inc.**	**Mr. Kinsley**
6.	**Concluding Remarks and Adjournment**	**Governor Beard**

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
November 10, 2011

SUBJECT: Minutes of Meeting held September 14, 2011

PROPOSED COMMITTEE ACTION

Approval of minutes of the meeting held on September 14, 2011, at Florida International University.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not Applicable

BACKGROUND INFORMATION

Board members will review and approve the minutes of the meeting held on September 14, 2011, at Florida International University.

Supporting Documentation Included: Minutes: September 14, 2011

Facilitators/Presenters: Governor Dick Beard

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MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
FACILITIES COMMITTEE
FLORIDA INTERNATIONAL UNIVERSITY
MIAMI, FLORIDA
September 14, 2011

Chairman Dick Beard convened the Board of Governors Facilities Committee meeting at 1:00 p.m., September 14, 2011, in the FIU Conference Center at Florida International University. The following members were present: Dean Colson, Tico Perez, Gus Stavros and Rick Yost.

1. Call to Order

Governor Beard called the meeting of the Facilities Committee to order.

2. Approval of Minutes of the Meeting of the Facilities Committee held June 20, 2011

Governor Colson moved that the Committee approve the Minutes of the Meeting of the Facilities Committee held June 20, 2011. Mr. Stavros seconded the motion, and members of the Committee concurred.

3. Public Education Capital Outlay (PECO) Discussion & Recommendations from the SUS Council for Administration and Financial Affairs (CAFA)

Governor Beard reminded the Committee that Vice-Chair Colson had requested at the last meeting that they take a look at PECO and where PECO was heading. He stated that there had been lots of discussion around the state about PECO funding and its adequacy for future University System growth.

Mr. Kinsley presented a slide presentation about PECO that included historical information, funding details and comparisons to other education sectors. He also talked about the types of university spaces funded from PECO and efficiencies. He stated that future PECO funding projections are bleak, and may not even provide enough support for basic maintenance needs.

Dr. Ken Jessell, from Florida International University and representing CAFA, presented reasons why PECO should remain a high priority for the SUS and provided the Committee members with details to assist them in discussing the problem with Legislators.

Committee members discussed the problem and what it meant for the SUS strategic plan and growth. Governor Temple expressed concern about the maintenance

of existing facilities and stressed the importance of keeping up current space and finishing projects that have been started. Chairwoman Parker asked if there was something particular that could be done to resolve the funding problem. The Chancellor pointed out that PECO was the sole funding source for university capital maintenance, and that no other source was available. He stated that they were currently awaiting the results of a Senate study on the topic that would hopefully offer some solutions but that currently the system was in triage for repairs and maintenance. Governor Beard stressed that the committee was engaged on the issue and to finding some solutions.

4. Review and Approve the 2012-13 SUS Fixed Capital Outlay Legislative Budget Request

Mr. Kinsley presented the 2012-13 Fixed Capital Outlay Legislative Budget Request for the SUS. Governor Colson moved approval and Mr. Temple seconded. All members voted in favor.

5. Concluding Remarks and Adjournment

There being no further business, the meeting adjourned at 2:00 p.m., September 14, 2011.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
November 10, 2011

SUBJECT: 2012-13 State University System Fixed Capital Outlay Legislative Budget Request

PROPOSED COMMITTEE ACTION

Review and approve the 2012-2013 SUS Fixed Capital Outlay Legislative Budget Request as amended and authorize the Chancellor to make technical changes as necessary.

Discuss PECO forecast and university maintenance challenges.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Subsection 7, Florida Constitution

BACKGROUND INFORMATION

The requested budget provides the State University System of Florida continued capital outlay support and has been prepared in accordance with statutory requirements and guidelines adopted by the Board of Governors on March 24, 2011. All university fixed capital outlay budget requests have been approved by the institutional boards of trustees.

The Board previously approved the 2012-2013 SUS Fixed Capital Outlay Legislative Budget Request (FCO LBR) on September 15, 2011. The latest PECO Revenue Estimating Conference held on October 3, 2011 eliminated PECO available for construction projects. Accordingly, no action is required by the Board with regards to the 2012/2013-2014/2015 SUS Three-Year Public Education Capital Outlay (PECO) Request.

Board action is required to amend other components of the FCO LBR to reflect changes requested by the universities.

Specific Fixed Capital Outlay Appropriation Requests

(Attachments I through III previously approved as of 09/15/11, no action required)

- ***The 2012/2013-2014/2015 SUS Three-Year Public Education Capital Outlay (PECO) Request*** *provides funding to meet identified academic and academic support facility needs based upon statutory revenue allocation constraints.* ***(Attachment I)***

- ***The 2012/2013 SUS Fully Funded Public Education Capital Outlay (PECO) Project Priority List*** *represents a prioritized statement of academic and academic support facilities needs.* ***(Attachment II)***

- ***Board Request for PECO Remodeling/Renovation/Repair/Maintenance Formula Funds Appropriation*** *represents a system-wide request for funds used to expand or upgrade educational facilities to prolong the useful life of the plant, pursuant to statute.* ***(Attachment III)***

(Attachments VI, VII, and VIII are LBR amendments for Board consideration)

- **A Request for Legislative Authorization for State University System Fixed Capital Outlay projects requiring General Revenue funds to Operate and Maintain (Attachment VI)** provides the spending authority for plant and maintenance operations.

- **Fixed Capital Outlay Projects Requiring Legislative Authorization (Attachment VII)**

- **Fixed Capital Outlay Projects Requiring Legislative Re-Authorization (Attachment VIII)**

Supporting Documentation Included: Attachments I, II, III, VI, VII and VIII (as described above)

Facilitators/Presenters: Chris Kinsley

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
2012/2013 - 2014/2015 PECO PROJECT LIST
November 10, 2011

Univ	Project	Prior Funding All Years	Board Proposed 3 Years 2012-2013	2013-2014	2014-2015	
UF	Utilities/Infrastructure/Capital Renewal/Roofs		5,902,915	16,000,000	18,000,000	
	Utilities/Infrastructure/Capital Renewal/Roofs - VETO		5,297,085			
	Research & Academic Center at Lake Nona	26,000,000		6,000,000		
	Chemistry/Chemical Biology Building	7,608,204		25,000,000	33,291,796	
	Newell Hall Remodeling/Restoration			8,000,000	7,000,000	
			11,200,000	**55,000,000**	**58,291,796**	
FSU	Utilities/Infrastructure/Capital Renewal/Roofs		7,200,000	10,000,000	15,000,000	
	FAMU-FSU College of Engineering III - Joint Use	985,665		13,035,336	1,999,000	
	Applied Sciences Building	12,000,000	6,000,000	4,000,000		
	Eppes Building Remodeling				14,500,000	
	Earth Ocean Atmospheric Sciences Building			3,850,000		
	TOTAL		**13,200,000**	**30,885,336**	**31,499,000**	
FAMU	Utilities/Infrastructure/Capital Renewal/Roofs		5,185,231	8,000,000	8,000,000	
	Utilities/Infrastructure/Capital Renewal/Roofs - VETO		2,014,769			
	Pharmacy Phase II	25,000,000		6,049,000		
	FAMU-FSU College of Engineering III - Joint Use	985,665		13,014,335	2,000,000	
	Student Affairs Building				6,155,000	
	TOTAL		**7,200,000**	**27,063,335**	**16,155,000**	
USF	Utilities/Infrastructure/Capital Renewal/Roofs		5,450,794	10,000,000	10,000,000	
	Utilities/Infrastructure/Capital Renewal/Roofs - VETO		2,549,206			
	Sarasota/Manatee Utilities/Infrastructure/Capital Renewal/Roofs	5,250,000	637,277	1,500,000	1,500,000	
	Sarasota/Manatee Utilities/Infrastructure/Capital Renewal/Roofs - VETO		162,723			
	USF St. Pete. Utilities/Infrastructure/Capital Renewal/Roofs	4,425,000	1,026,429	2,500,000	3,000,000	
	USF St. Pete Utilities/Infrastructure/Capital Renewal/Roofs - VETO		173,571			
	Interdisciplinary Science Teaching & Research Facility	71,232,583		12,531,204		
	The Learning Center: Undergraduate Classroom & Support Bldg Ph I				4,523,847	
	USF Polytechnic New Campus Phase I	63,117,200				
	USF Health School of Pharmacy @ Polytechnic		10,000,000	7,000,000	7,000,000	
	USF Polytechnic Interdisciplinary Ctr for Excellence		1,000,000	5,638,720	10,361,280	
	TOTAL		**21,000,000**	**39,169,924**	**36,385,127**	-

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
2012/2013 - 2014/2015 PECO PROJECT LIST
November 10, 2011

Univ	Project	Prior Funding All Years	Board Proposed 3 Years 2012-2013	2013-2014	2014-2015
FAU	Utilities/Infrastructure/Capital Renewal/Roofs		3,092,537	3,965,000	3,965,000
	Utilities/Infrastructure/Capital Renewal/Roofs - VETO		3,251,463		
	FAU/SCRIPPS Joint Use Facility Expansion - Jupiter	4,000,000		6,000,000	2,000,000
	College of Science & Eng Bldgs 36, 43 & 55 Reno			10,000,000	
	General Classroom South Bdlg 2 Reno/Add				11,885,000
	Jupiter Research Building Renovation & Addition				
	TOTAL		**6,344,000**	**19,965,000**	**17,850,000**
UWF	Utilities/Infrastructure/Capital Renewal/Roofs		3,200,000	4,000,000	4,000,000
	College of Business Education Ctr.Ph.III of III			8,410,500	
	School of Allied Health & Life Sciences, PH 1				
	TOTAL		**3,200,000**	**12,410,500**	**4,000,000**
UCF	Utilities/Infrastructure/Capital Renewal/Roofs		7,317,554	14,000,000	14,000,000
	Utilities/Infrastructure/Capital Renewal/Roofs - VETO		2,277,804		
	Classroom Building II	16,234,156	5,241,445	2,000,000	
	Interdisc. Research and Incubator Fac. (P,C,E)	5,924,183		25,776,653	14,000,000
	Math & Physics Bldg Renovation & Remodeling		3,877,895		
	Engineering Bldg 1 Renovation		3,620,723		
	UCF/VCC Classroom Building			7,500,000	
	Arts Complex Phase II (Performance)				5,000,000
	TOTAL		**22,335,421**	**49,276,653**	**33,000,000**
FIU	Utilities/Infrastructure/Capital Renewal/Roofs		8,400,000	10,500,000	10,500,000
	Student Academic Support Center - MMC	21,833,698		7,853,025	
	Strategic Land Acquisition			10,000,000	
	Satellite Chiller Plant Expansion - MMC		6,000,000	1,000,000	
	Humanities Ctr (Arts & Sciences)-MMC				23,370,000
	TOTAL		**14,400,000**	**29,353,025**	**33,870,000**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
2012/2013 - 2014/2015 PECO PROJECT LIST
November 10, 2011

		Prior Funding	Board Proposed 3 Years		
Univ	**Project**	**All Years**	**2012-2013**	**2013-2014**	**2014-2015**
UNF	Utilities/Infrastructure/Capital Renewal/Roofs		2,827,706	6,000,000	6,000,000
	Utilities/Infrastructure/Capital Renewal/Roofs - VETO		1,972,294		
	Land Acquisition			9,000,000	9,000,000
	Renovation of Bio Bldg (Natural Sciences) (Bldg 4)				10,000,000
	TOTAL		**4,800,000**	**15,000,000**	**25,000,000**
FGCU	Utilities/Infrastructure/Capital Renewal/Roofs		3,200,000	4,000,000	5,000,000
	Classrooms/Offices/Labs Academic 8	23,500,016	4,500,000		
	Innovation Hub Research			12,500,000	
	Central Energy Plant Expansion Phase 3				9,000,000
	TOTAL		**7,700,000**	**16,500,000**	**14,000,000**
NEWC	Utilities/Infrastructure/Capital Renewal/Roofs		3,200,000	3,000,000	4,000,000
	Caples Mechanical Renovation, Remodeling		4,650,000		
	College Hall Mechanical Renovation, Remodeling			3,000,000	4,000,000
	Land Purchase (58th Street Properties)				750,000
	TOTAL		**7,850,000**	**6,000,000**	**8,750,000**
SUS	**System Priority and Joint Use Projects**				
	SUS Critical Deferred Maintenance		3,526,946	17,007,839	19,946,811
	SUS Joint Use Library Storage Facility @ UF	2,017,511			16,899,079
	FAMU/FSU College of Engineering	4,199,136			
	PK Yonge - Developmental Research School at UF	1,600,000		1,900,000	
	TOTAL		**3,526,946**	**18,907,839**	**36,845,890**
	Lump Sum Maintenance/Repair/Renovation/Remodeling		22,078,260	27,848,282	32,197,990
	GRAND TOTAL		**144,834,627**	**347,379,894**	**347,844,803**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
2012-2013 PECO Legislative Budget Request
November 10, 2011
Fully Funded by Project Priority

Board Priority	Univ	Project Title	Prior Appropriations	Future PECO Funding Needed	Project Cost in Total
1	FGCU	Classrooms/Offices/Labs Academic 8	23,500,016	4,500,000	28,000,016
2	UCF	Classroom Building II	16,234,156	7,241,442	23,475,598
3	FSU	Applied Sciences Building	12,000,000	10,000,000	22,000,000
4	FIU	Satellite Chiller Plant Expansion-MMC		7,000,000	7,000,000
5	NEWC	Caples Mechanical Renovation, Remodeling		4,650,000	4,650,000
6	UCF	Engineering Bldg I Renovation		18,500,000	18,500,000
7	UCF	Math & Physics Bldg Renovation & Remodeling		14,000,000	14,000,000
8	USF	School of Pharmacy @ Polytechnic		24,000,000	24,000,000
9	USF	USF Polytechnic Interdisciplinary Center for Excellence and Wellness Research		17,000,000	17,000,000
10	UF	Research & Academic Center @ Lake Nona	26,000,000	6,000,000	32,000,000
11	UCF	Interdisc. Research and Incubator Fac. (P,C,E)	5,924,183	39,776,653	45,700,836
12	FGCU	Innovation Hub Research		12,500,000	12,500,000
13	USF	Interdisciplinary Science Teaching & Research Facility	71,232,583	12,531,204	83,763,787
14	FAMU	Pharmacy Phase II	25,000,000	6,049,000	31,049,000
15	FIU	Student Academic Support Center - UP	21,833,698	7,853,025	29,686,723
16	UWF	College of Business Education Ctr.Ph.III of III	15,818,837	11,200,000	27,018,837
17	UF	Chemistry/Chemical Biology Building	7,608,204	58,291,796	65,900,000
18	SUS	Joint-Use FAMU-FSU College of Engineering III	6,170,466	35,000,000	41,170,466
19	SUS	P.K. Yonge K-5 Developmental Research School	1,600,000	1,900,000	3,500,000
20	NEWC	College Hall Mechanical Renovation, Remodeling		11,700,000	11,700,000
21	FAU	FAU/SCRIPPS Joint Use Facility Expansion - Jupiter		8,000,000	8,000,000
22	UF	Newell Hall Remodeling/Restoration		15,000,000	15,000,000
23	FAU	College of Science & Eng Bldgs 36, 43 & 55 Renovations		10,000,000	10,000,000
24	UCF	UCF/VCC Classroom Building		7,500,000	7,500,000
25	FSU	Earth Ocean Atmospheric Sciences Bldg		68,800,000	68,800,000
26	UNF	Land Acquisition		18,000,000	18,000,000
27	FIU	Strategic Land Acquisition		10,000,000	10,000,000
28	SUS	Joint Use Library Storage Facility @ UF	2,017,511	16,899,079	18,916,590
29	FGCU	Central Energy Plant Expansion Phase 3		9,000,000	9,000,000
30	UNF	Renovation of Bio Bldg (Natural Sciences Bldg 4)		10,000,000	10,000,000
31	FSU	Eppes Building Remodeling		14,500,000	14,500,000
32	FAU	General Classroom South Bldg 2 Reno/Addition		11,885,000	11,885,000
33	FAMU	Student Affairs Building		35,399,879	35,399,879
34	USF	The Learning Center: Undergrad Classroom & Support Bldg Ph I		49,195,000	49,195,000
35	UCF	Arts Complex Phase II (Performance)		50,000,000	50,000,000
36	FIU	Humanities Center (Arts & Sciences) - MMC		29,370,000	29,370,000
37	NEWC	Land Purchase (58th Street Properties)		750,000	750,000
		Total Projects	**234,939,654**	**673,992,078** *	**908,931,732**

2012-13 Utilities/Infrastructure/Capital Renewal/Roofs Request

UF	14,000,000
USF	12,500,000
FIU	10,500,000
UCF	12,000,000
FSU	10,000,000
FAMU	9,000,000
UNF	6,000,000
NEWC	4,000,000
FAU	7,930,000
FGCU	4,000,000
UWF	4,000,000
Total Infrastructure	**93,930,000**
GRAND TOTAL	**767,922,078**

* Future Funding includes amounts beyond Board 3-year project list
* Not included are Lump Sum Maintenance/Repair/Renovation/Remodeling

Attachment III

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
2012-2013 PECO Remodeling/Renovation/Repair/Maintenance Formula Funds
Appropriation Request
November 10, 2011

	2012-2013
UF	$ 8,330,127
FSU	$ 3,492,781
FAMU	$ 1,170,148
USF	$ 3,157,191
FAU	$ 1,276,123
UWF	$ 631,438
UCF	$ 1,121,576
FIU	$ 1,812,625
UNF	$ 730,790
FGCU	$ 225,198
NCF	$ 130,262
State University System	$22,078,260

*Amount is determined by a statutorily prescribed depreciation formula that considers the size, age, and replacement value of current facilities.

Attachment VI

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Proposed Language for 2012-2013 Fixed Capital Outlay Plant, Operation and Maintenance Appropriation request
November 10, 2011

The following language is proposed to provide legislative authorization for general revenue for plant, operation and maintenance appropriations:

Section_____. Pursuant to s. 1013.74 and s. 1013.78, Florida Statutes, the following facilities may be constructed or acquired from non-appropriated sources, which upon completion will require general revenue funds for operation.

UF – Hough Hall
UF – Medical Education Simulation Building
UF – College of Business Undergraduate Studies Building
FSU – NHMFL Storage Building
FSU – Lake Bradford Waster Management & Recycling Center
FSU – Talla-Com Building
FSU – Gunter Building
FSU – 3000 Commonwealth
FSU – Johnston Annex
FAU – Hazardous Waste Expansion
FIU – Ambulatory Care Center
NCF – Physical Plant Shop Annex
NCF – Physical Plant Warehouse
UCF – Flexible Residential Test Structures 1 & 2
UCF – Applications Test Facility
UNF – WJCTV Building
UNF – WJCTV Transmitter Buildings
UWF – School of Allied Health & Life Sciences
UWF – School of Allied Health Temporary Building

Attachment VII

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
2012-2013 Projects Requiring Legislative Approval to be Constructed, Acquired and/or Financed by a University or a University Direct Support Organization
November 10, 2011

Section_____. Pursuant to section 1010.62, Florida Statutes, and section 11(d) and (f), Art. VII of the State Constitution, the following fixed capital outlay projects may be constructed, acquired, and financed by a university or university direct support organization. Financing mechanisms include any form of approved debt or bonds authorized by the Board of Governors.

FSU - Earth, Ocean and Atmospheric Sciences Building (EOAS)
UCF - NE Campus Mixed-Use Development
UCF - Bookstore Expansion
UCF - Research Lab, Lake Nona
UCF - Life Sciences Incubator, Lake Nona
USF – International Student Center
USF – Tennis Complex
UWF – East Campus University, Graduate, Veteran and Greek Student Housing

Attachment VIII

BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
Projects Requiring Legislative Re-Authorization
November 10, 2011

Section_____. The unexpended balance of funds appropriated in Specific Appropriation 20 of Chapter 2010-152, Laws of Florida, for the University of Central Florida for the Interdisciplinary Research and Incubator Facility shall revert immediately and is appropriated for the 2012-13 fiscal year to the University of Central Florida for Classroom Building II.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
November 10, 2011

SUBJECT: Florida Higher Education Classroom Utilization Study

PROPOSED COMMITTEE ACTION

Review and approve the Florida Higher Education Classroom Utilization Study Draft and authorize the Chancellor to make technical changes.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Subsection 7, Florida Constitution

BACKGROUND INFORMATION

Board members will review and approve a draft of the Florida Higher Education Classroom Utilization Study and authorize the Chancellor to make technical changes. The 2011 General Appropriations Act includes proviso language requiring the State Board of Education and the Board of Governors to develop recommendations for a revised funding formula or potential policy changes to increase the evening and weekend utilization of higher education classroom facilities during future school terms no later than January 15, 2012.

Supporting Documentation Included: Florida Higher Education Classroom Utilization Study Draft

Facilitators/Presenters: Chris Kinsley

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Florida Higher Education Classroom Utilization Study - DRAFT

The State Board of Education and the Board of Governors, (the Boards), have made increasing Florida's degree production a goal of their strategic plan. In order to achieve this goal, Florida's colleges and universities will need to enroll more students, as well as increasing the percentage of students who complete their college education, also known as the student retention rate.

One key indicator of Florida's progress in meeting this challenge is the classroom utilization rate. Increases in utilization should be highly correlated with increased degree production. Utilization rates below system averages may indicate unrealized opportunities for the expansion of course offerings; whereas high rates signal that demand for courses may be exceeding available instructional resources such as faculty or classroom space, or the specialized teaching labs required by many disciplines.

This connection has long been recognized. Section 1013.03(2), Florida Statutes, provides that classrooms are to be used a minimum of 40 hours per week and that 60% of student stations are to be occupied. Both the Florida College System (FCS) and the State University System (SUS) are in compliance with these requirements, with the SUS having a system average rate of 115% and the FCS showing a rate of 105% for the fall 2010 term. (See Appendix for more detail)

What is the goal of examining the issue of space utilization? Clearly, the goal is to reduce future costs and increase efficiency. Easy solutions can improve utilization metrics, without achieving genuine cost savings. For instance, one large lecture section with 400 students in an auditorium could be divided into 10 smaller classes of 40 each. Such a division would increase utilization, because an auditorium is not a classroom - but is obviously not more efficient. Likewise, merely shifting classes from morning to evening or from Monday to Friday would do nothing to improve overall efficiency. The focus thus must be on measures that both improve utilization and increase the number of credit hours taught and successfully completed in a given term.

Looked at more broadly, one starting point is to examine how Florida's higher education compares to the K-12 delivery sector. As the fundamental building block of elementary and secondary education, both students and teachers spend the majority of each day in the classroom. Actual classroom occupancy is approximately 6 hours a day, once lunch, recess and various breaks are factored in.

On the basis of a K-12 30 hour week, the SUS rate of utilization would be 153%, and the FCS rate would be 170%. In terms of classroom operations, the most significant change has been the Class Size reduction initiative. While the amount of space per student for higher education remained fairly static over the past 10 years, the amount of classroom space available per student at the K-12 level increased by over 30%. The student station size standard has not increased; rather than making the existing classrooms physically smaller through renovations, and using the excess space to create more, but smaller, classrooms, the policy decision was made to have fewer students in each class.

K-20 COMPARISON

All Owned Net Assignable Square Feet of Classroom Space per FTE

Sector	2001-02	2003-04	2005-06	2007-08	2009-10	2010-11
Florida College System	9.57	9.44	11.07	10.74	9.44	9.08
State University System	10.47	10.63	10.12	10.36	10.82	10.60
K-12 System	27.81	29.89	33.14	35.99	37.30	37.41

The statutory language presumes a 40 hour week, based primarily on faculty schedules of the past. With the addition of distance learning, expansion of adjunct faculty, and other non-traditional approaches, which blend classroom and non –classroom instruction, the 40 hour paradigm may no longer be the most appropriate benchmark. However, before the benchmark is increased, practical questions should be addressed. For example, how much time should be allotted for cleaning, and changing of classes? What are the practical start and end times of the school day and should time be allotted for lunch or dinner? On many campuses, there is a transition between students who generally attend during the day, and the night shift, who begin to arrive around 6:00. Given that parking is a constraint at many campuses, additional time must be granted for these factors, otherwise queuing theory predicts resulting inefficiencies.

Nonetheless, staff has examined a range of possible new benchmarks, ranging from the current 40 hours per week, up to a maximum of 60 hours a week, as suggested by OPPAGA studies. Hypothetical utilization rates are included in the Appendix to this report. Likewise, actual usage data for evenings, Monday through Friday, 6 PM to 8 PM, as well as Saturdays (weekends) are included for reference purposes.

However, there are practical considerations as to whether the schools can afford to operate for more and longer hours. For example, university study space is already intensively used, with many university libraries operating almost around the clock and parking is already at a premium at many schools. Currently, the general rule is that campus support services, such as police, janitorial, academic and dining are scaled back on the weekend and at night. More

increased classroom utilization will increase the coverages and costs of these associated support services.

During the 2011 Session, the Florida Board of Governors adopted increased utilization as part of its Legislative agenda, and two items related to utilization were adopted during the 2011 Session. The first item was a statutory change allowing the University of Florida, on a pilot basis, to admit spring-summer cohorts of students, who will be restricted from attending classes during the Fall term. This will allow the University of Florida to increase utilization during the Spring and Summer semesters, which have historically had additional capacity. Furthermore, as a result of the repeal of FS 1007.27(10), all state universities may now require freshman and sophomore students to attend at least one summer term, regardless of how many credit hours the student earns prior to enrolling.

Recommendations

Chapter 2011-69, Section 2, Laws of Florida requires that the Boards develop recommendations for a revised funding formula or potential policy changes to increase the evening and weekend utilization of higher education classroom facilities during future school terms no later than January 15, 2012.

The Boards should direct the system Chancellors to appoint a joint work group of appropriate college and university system personnel to establish uniform data-based equitable utilization standards and policies designed to encourage overall improvements to utilization leading to increased graduation and retention. Standards should be research-based, and might consider the following questions:

- How has technology changed national utilization norms?
- Is the need for study space increasing?
- What tools are other state's higher education entities using to capture utilization data?
- Is utilization data being reported and used to improve desired policy outcomes by other states?
- Have utilization standards reduced life-cycle costs associated with the operation of higher education classroom facilities?
- How can scheduling software be better utilized to improve classroom utilization, facilitate faculty and staff scheduling, and provide for enhanced statewide reporting of system metrics to better inform funding and potential policy changes?

Each student should be required to take at least one off-peak, night or weekend course and two on-line courses prior to graduation.

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
November 10, 2011

SUBJECT: A Resolution of the Board of Governors Requesting the Division of Bond Finance of the State Board of Administration of Florida to issue revenue refunding bonds on behalf of the Florida State University Research Foundation, Inc. to refund all or a portion of certain outstanding bonds of the Florida State University Research Foundation, Inc.

PROPOSED COMMITTEE ACTION

Adoption of a resolution of the Board of Governors requesting the Division of Bond Finance of the State Board of Administration of Florida (the "Division of Bond Finance") to issue revenue refunding bonds on behalf of the Florida State University Research Foundation, Inc. (the "Foundation") in an amount not to exceed $21,000,000 (the "Refunding Bonds") for the purpose of refunding all or a portion of the outstanding $22,590,000 State of Florida, Florida Board of Education, Florida State University Research Foundation, Incorporated, Revenue Bonds, Series 2001.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Florida Board of Governors Debt Management Guidelines; Section 1010.62, Florida Statutes; and Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Division of Bond Finance is proposing the refunding of all or a portion of the outstanding $22,590,000 State of Florida, Florida Board of Education, Florida State University Research Foundation, Incorporated, Revenue Bonds, Series 2001, (the "Refunded Bonds") of which $18,595,000 is currently outstanding. The refunding will be effectuated to achieve debt service savings. The level of debt service savings and annual true interest cost rate achieved will be impacted by market conditions in existence at the time of issuance.

The Refunding Bonds are being presented to the Board of Governors for approval because the original authorizing resolution of the Florida Board of Education does not provide for refunding authority. Staff of the Board of Governors recommends adoption of the resolution.

Supporting Documentation Included: Requesting Resolution

Facilitators/Presenters: Chris Kinsley

A RESOLUTION REQUESTING THE DIVISION OF BOND FINANCE OF THE STATE BOARD OF ADMINISTRATION OF FLORIDA TO ISSUE REVENUE REFUNDING BONDS ON BEHALF OF THE FLORIDA STATE UNIVERSITY RESEARCH FOUNDATION, INC. (THE "FOUNDATION") TO REFUND ALL OR A PORTION OF CERTAIN OUTSTANDING BONDS OF THE FOUNDATION IN AN AMOUNT NOT TO EXCEED $21,000,000; AND PROVIDING AN EFFECTIVE DATE.

The duly acting and appointed Board of Governors of the State of Florida at a meeting duly held pursuant to notice and a quorum being present do hereby make the following resolutions:

BE IT RESOLVED:

1. Findings. The Board of Governors hereby finds as follows:

(A) Pursuant to Article IX, Section 7 of the Florida Constitution, the Board of Governors is vested with the power to operate, regulate, control and manage the State University System of Florida. The Board of Governors is further vested with the authority to approve the issuance of revenue bonds by a state university or its direct support organization pursuant to Section 1010.62(2), Florida Statutes.

(B) The Foundation is a "University Direct Support Organization" as defined in Section 1004.28, Florida Statute and provides direct support to Florida State University (the "University").

(C) Revenue refunding bonds in an amount not exceeding $21,000,000, (the "Bonds") are proposed to be issued to refund all or a portion of certain outstanding bonds of the Foundation to effectuate debt service savings.

(D) Pursuant to Section 1010.62(4), a requesting resolution from the Board of Trustees of Florida State University to the Board of Governors is not required.

(E) The issuance of the Bonds is for a purpose that is consistent with the mission of the University; is structured in a manner appropriate for the prudent financial management of the University; is secured by revenues adequate to provide for all debt service payments; has been properly analyzed by the staffs of the Board of Governors and the Division of Bond Finance; and is consistent with the Board of Governors' Debt Management Guidelines.

2. Approval of the Bonds. The Board of Governors hereby approves and requests the Division of Bond Finance of the State Board of Administration of Florida (the "Division") to issue the Bonds for the purpose of refunding all or a portion of certain outstanding bonds of the Foundation. Proceeds of the Bonds may be used to pay the costs of issuance of such Bonds, to provide for a municipal bond insurance policy, if any, and to fund a reserve account or provide debt service reserve insurance, if necessary. The Bonds are to be secured by the Foundation's Pledged Revenues, (as defined by the resolution of the Governing Board of the Division authorizing the issuance of not exceeding $23,500,000 State of Florida, Board of Regents, The Florida State University Research Foundation, Incorporated, Revenue Bonds, Series 2001 adopted June 12, 2001, and as amended September 11, 2001), and may additionally be secured by other revenues that are determined to be necessary and legally available. The Division shall determine the amount of the Bonds to be issued and the date, terms, maturities, and other features of a fiscal or technical nature necessary for the issuance of the Bonds. Proceeds of the Bonds and other legally available monies shall be used to refund all or a portion of certain outstanding bonds of the Foundation.

3. Refunding Authority. Authority is further granted for the issuance of bonds for the purpose of refunding all or a portion of any bonds secured by the revenues described, if it is deemed by the Division to be in the best financial interest of the State. The limitation on the amount authorized for the Bonds in Section 1 above shall not apply to such refunding bonds. Other terms of this resolution shall apply to any such refunding bonds as appropriate.

4. Compliance. The Board of Governors will comply, and will require the University and the Foundation to comply, with the following:

(A) All federal tax law requirements upon advice of bond counsel or the Division as evidenced by a "Certificate as to Tax, Arbitrage and Other Matters" or similar certificate to be executed by the Board of Governors prior to the issuance of the Bonds.

(B) All other requirements of the Division with respect to compliance with federal arbitrage law, pursuant to Section 215.64 (11), Florida Statutes.

(C) All requirements of federal securities law, state law, or the Division, relating to continuing secondary market disclosure of information regarding the Bonds, the University, and the Foundation, including the collection of the revenues pledged to the Bonds. Such requirements currently provide for the disclosure of information relating to the Bonds, the University, and the Foundation, including the collection of the revenues pledged to the Bonds, on an annual basis and upon the occurrence of certain material events.

(D) All covenants and other legal requirements relating to the Bonds.

5. Fees. As provided in Section 215.65, Florida Statutes, the fees charged by the Division and all expenses incurred by the Division in connection with the issuance of the Bonds (except for periodic arbitrage compliance fees, if any, which shall be paid from other legally available funds) shall be paid and reimbursed to the Division from the proceeds of the sale of such Bonds. If for any reason (other than a reason based on factors completely within the control of the Division) the Bonds herein requested to be authorized are not sold and issued, the Board of Governors agrees and consents that such fees, charges and expenses incurred by the Division shall, at the request of the Division, be reimbursed to the Division by the University from any legally available funds of the University.

6. Authorization. The Division is hereby requested to take all actions required to issue the Bonds.

7. Reserve and Insurance. If determined by the Division to be in the best interest of the State, the Board of Governors may cause to be purchased a debt service reserve credit facility and/or municipal bond insurance, issued by a nationally recognized bond insurer.

8. Repealing Clause. All resolutions of the Board of Governors or parts thereof, in conflict with the provisions herein contained, to the extent they conflict herewith, are, to the extent of such conflict, hereby superseded and repealed.

9. Authorization of Further Actions Consistent Herewith. The members of the Board of Governors, attorneys, or other agents or employees of the Board of Governors are hereby authorized and directed to do all acts and things required of them by this resolution or desirable or consistent with the requirements hereof, to assure the full, punctual and complete performance of all the terms, covenants and agreements contained in the Bonds and this resolution; including execution of such documents, certificates, contracts and legal opinions and other material delivered in connection with the issuance of the Bonds or as necessary to preserve the exemption from the taxation of interest on any of the Bonds which are tax-exempt, in such form and content as the Chair, Vice Chair or authorized officers executing the same deem necessary, desirable or appropriate.

10. Effective Date. This resolution shall become effective immediately upon its adoption.

Adopted this 10th day of November, 2011.

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AGENDA

Premier Club, Level 3, FAU Stadium
Florida Atlantic University
777 Glades Road
Boca Raton, Florida 33431
November 10, 2011, Upon Adjournment of Previous Meetings

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B. Public Notice of Intent to Amend Board Regulation 8.016, Academic Learning Compacts *(Amendments clarify the process related to student learning outcomes assessment)*

Consent:

C. Removal, Limited Access Status, B.S., Geomatics, UF

D. B.S., Biomedical Engineering, UF, to exceed 120 credit hours to degree

E. Limited Access Status, B.S., Biomedical Engineering, UF

7. Budget and Finance Committee Report: *Governor Tico Perez* 799

A. 2011 New Fees Report to the Legislature *(Section 1009.24(15)(f), FS, requires Board to submit annual report summarizing new fee proposals received and actions taken. Report reflects 2011 action on new fee proposals.)*

B. 2012 Market Tuition Proposals *(Five universities have requested approval of market tuition proposals for graduate-level online or graduate-level courses offered through continuing education.)*

8. Strategic Planning Committee Report: *Governor Frank Martin* 803

Action:

A. Dental Education Proposals

B. USF Polytechnic

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

D. Organizing the System for Success

i. Final Action, Promulgate Board Regulation 8.004, Academic Program Coordination *(Promotes collaboration and coordination of program delivery across the System)*

ii. Final Action, Amended Board Regulation 8.009, Educational Sites *(Clarifies approval processes for campuses and other sites by delineating the responsibilities of the Board of Governors and university boards of trustees)*

9. Facilities Committee Report: *Governor Dick Beard* 823

Action:

A. Amended 2012-13 SUS Fixed Capital Outlay Legislative Budget *(Universities requested minor modifications to the Fixed Capital Outlay Budget approved by the Board in September.)*

B. 2011 Higher Education Utilization Study *(2011 budgetary proviso language in the General Appropriations Act required a review of classroom facility utilization data.)*

C. Resolution Requesting the Division of Bond Finance of the State Board of Administration of Florida to Issue Revenue Refunding Bonds on Behalf of the Florida State University Research Foundation, Inc.

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10. Trustee Nominating Committee Report: *Governor Mori Hosseini*

11. Concluding Remarks and Adjournment: *Chair Ava L. Parker*

(N.B.: As to any item identified as a "Consent" item, any Board member may request that such an item be removed from the consent agenda for individual consideration.)

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Please note: Upon adjournment of the regular Board meeting, there will be a brief meeting of the Board of Governors Foundation, Inc.

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
November 10, 2011

SUBJECT: Chair's Report to the Board of Governors

PROPOSED BOARD ACTION

For Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not Applicable

BACKGROUND INFORMATION

The Chair, Ava Parker, will convene the meeting with opening remarks.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Ava Parker

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
November 10, 2011

SUBJECT: Approval of Minutes of Meeting held September 15, 2011

PROPOSED BOARD ACTION

Approval of Minutes of the Meeting held on September 15, 2011, at Florida International University, Miami.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not applicable

BACKGROUND INFORMATION

Board members will review and approve the Minutes of the Meeting held September 15, 2011, at Florida International University, Miami.

Supporting Documentation Included: Minutes: Board Meeting, September 15, 2011

Facilitators/Presenters: Chair Ava Parker

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INDEX OF MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA INTERNATIONAL UNIVERSITY
BALLROOM, GRAHAM CENTER
MIAMI, FLORIDA
SEPTEMBER 15, 2011

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MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA INTERNATIONAL UNIVERSITY
BALLROOM, GRAHAM CENTER
MIAMI, FLORIDA
SEPTEMBER 15, 2011

The Chair, Ava L. Parker, convened the meeting of the Board of Governors, State University System of Florida, in the Ballroom, Graham Center, Florida International University, Miami, Florida, September 15, 2011, at 1:20 p.m., with the following members present: Dean Colson, Vice Chair; Dick Beard; Ann Duncan; Pat Frost; Mori Hosseini; Michael Long; Frank Martin; Tico Perez; Commissioner Gerard Robinson; John Rood; Gus Stavros; John Temple; Norman Tripp; and Dr. Rick Yost.

1. Call to Order and Opening Remarks

Ms. Parker expressed special thanks to President Rosenberg and his staff for hosting this Board meeting. She said everyone at FIU had been most hospitable. She noted that this was the first Board meeting at FIU since Dr. Rosenberg had become President.

Dr. Rosenberg welcomed members of the Board and Board staff, as well as all his university colleagues, to FIU. He said FIU was now in the third week of classes and the campus was alive with many activities. Dr. Rosenberg showed a video about the first days of orientation to campus for FIU's freshmen.

Ms. Parker noted that there were many university trustees in attendance who had participated in an orientation session the previous day. She asked each of the University Presidents to introduce members of their boards of trustees. She noted that while these trustees had responsibilities with their university boards, they were also working in partnership with the members of this Board. She thanked them for their dedication and commitment. She said she hoped they would find the members of the Board of Governors to be their partners and a valuable resource in their trustee service.

Ms. Parker said the Board had spent the past two days addressing a number of very important issues on its agenda, i.e., declining PECO funding and declining state revenues; proposals for new dental programs; STEM initiatives and the role of the State University System in creating the knowledge-based economy; System structure and how the System will address baccalaureate needs and access issues.

She commented that this was always an exciting time on campuses as new students arrive, other students return to continue their studies, and campus activities got underway. She said the Board's continuing job was to make sure that students' education and their university experiences were of the highest quality.

Ms. Parker said Board members had been engaged in a number of Board activities over the summer. She said she had named a Workgroup, co-chaired by Frank Martin and John Rood, to resolve the issues with the proposed regulations dealing with System structure. She said the Workgroup met and by the August meeting of the Strategic Planning Committee, the regulations were in the position to come to this meeting for re-notice and final approval. She thanked all who had participated in the meetings and said the Workgroup had listened to the concerns and found solutions that made sense.

Ms. Parker said that under the leadership of Ann Duncan, the Academic and Student Affairs Committee continued to work on ways in which the universities could best coordinate program delivery across the System. She thanked Frank Martin for his continuing leadership on the Board's Strategic Plan document and the strategic initiatives underway.

Ms. Parker noted that over the past year, the Trustee Nominating Committee had been working to fill 23 trustee vacancies for terms that came open in January 2011. She said the Board today would fill the last of these trustee appointments. She said this had been a lengthy, but important, job and she thanked Mori Hosseini for the time and attention he had given to this task. She said the two orientation sessions held in Tampa and earlier this week had been well-attended; the discussions among the new trustees had been lively and informative.

She thanked all the members of the Board for their continuing commitment of time and energy to the State University System and to this Board.

Ms. Parker said the next meeting of the Board would be held at Florida Atlantic University, in Boca Raton, November 9-10, 2011. She said the Board meeting would conclude in time for members of the Board to attend the Council of 100 meeting later that day. Ms. Parker said there had been conversations with the Council of 100 about a joint meeting with members of this Board and members of the State Board of Education on issues of mutual interest. She said this meeting was tentatively planned for the end of October.

Ms. Parker extended a warm welcome to Commissioner Robinson. She noted that he had both K-12 and higher education experience. She said she looked forward to a strong partnership, noting the important connection between K-12 and higher education.

Ms. Parker said that in accordance with the Board's procedures, the Board would elect a new Chair and Vice Chair in November, for a two year leadership term, beginning in January 2012. She noted that four members of the Board were serving terms which ended in January 2012. Chancellor Brogan noted that even if their terms ended, members continued to serve until their successors were named by the Governor.

2. Approval of Minutes of the Meeting of the Board of Governors held June 23, 2011; and Minutes of the Meeting of the Board of Governors Foundation, Inc., held June 22, 2011

Mr. Tripp moved that the Board approve the Minutes of the Meeting of the Board of Governors held June 23, 2011, and the Minutes of the Meeting of the Board of Governors Foundation, Inc., held June 22, 2011, as presented. Mrs. Frost seconded the motion, and members of the Board concurred.

3. Chancellor's Report

Chancellor Brogan thanked President Rosenberg and the staff at FIU for hosting this Board meeting.

Chancellor Brogan thanked Mr. Hosseini for his interest and commitment to holding orientation sessions for new trustees. He said he was pleased with the positive response to these sessions. He said trustees had remarked that they had been helpful and informative.

He said he was very pleased that through the reallocation process, Florida had gotten 325 new medical residency slots. He expressed his appreciation to Former Chair Sheila McDevitt for whom this had been a very high priority from the time the Board had approved the new medical schools at UCF and FIU in March 2006. He said many others had also worked hard to achieve this result.

Chancellor Brogan reported that the Higher Education Coordinating Council met every month. He said Mr. Marshall Criser, III, served as Chair of the Council. He said it was especially helpful that the heads of the different delivery systems were sitting at the table together. He said the Council was discussing some legislative initiatives.

He noted that a recent Florida Trend magazine was dedicated to higher education. He said there had been some excellent articles about the contributions of higher education to the State. He said that legislative committee meetings would begin the following week. He said several members of the Board would be in Tallahassee for meetings with legislators.

Chancellor Brogan said this was Dr. Dottie Minear's last meeting as a member of the Board staff. He said she had worked for the Board for almost 20 years. He said she would be moving to UWF to become a Senior Associate Vice President working on its SACS accreditation, and on institutional research and assessment efforts. He asked Dottie to join Chair Parker and him at the podium to receive a proclamation.

Dr. Minear thanked the members of the Board for her recognition. She said working for this Board and the Board of Regents had been an incredible experience. She said what she had enjoyed the most was working together with university representatives to solve shared problems.

4. Presentations

A. Institute for Human and Machine Cognition

Ms. Parker said that the State University System had statutory relationships with the Institute for Human and Machine Cognition and the H. Lee Moffitt Cancer Center and Research Institute. She said that both organizations worked with a number of the universities. She introduced Dr. Ken Ford, founder and Chief Executive Officer of the Institute for Human and Machine Cognition. She said that researchers at the Institute pioneered technologies aimed at leveraging and extending human capabilities. She said the Institute had a physical presence in Pensacola and in Ocala. Institute researchers currently received external funding in excess of $25 million.

Dr. Ford said the Institute had a strong affiliation with four universities, and in October, would be adding a fifth university. Dr. Ford explained the Institute's research in human centered computing to leverage and extend human perception and emotion. He described one research project in sensory substitution for lost eyes with images sent to the tongue. He also described research with those partially paralyzed and how they could be retrained to walk using a specially designed exoskeleton. He also described work the IHMC was doing with third, fourth and fifth graders to provide early experiences with science and computers. He said the key to the Institute's success was the recruitment of the best talent.

B. H. Lee Moffitt Cancer Center and Research Institute

Ms. Parker introduced Dr. William Dalton, who had served as President and CEO of Moffitt since 2002. She said Dr. Dalton had earned his Ph.D. and M.D. from Indiana University. She said he had served as

the founding Chair of the Department of Interdisciplinary Oncology at USF and as Dean of the College of Medicine at the University of Arizona before assuming his current role at Moffitt.

Dr. Dalton said the Moffitt Cancer Center had opened 25 years ago, in 1986. He said it was the third busiest cancer center in the U.S. He noted that the doctors and staff attempted to meet the needs of every patient. He said Moffitt was the only Florida-based National Cancer Institute Comprehensive Cancer Center, and served residents from throughout Florida as well as the U.S. and 78 nations.

Dr. Dalton noted that Florida faced the second highest incidence of cancer in the nation. He commented that by the year 2020, the U.S. would have only 50 percent of needed oncologists. He said that more than 650 resident physicians and medical fellows and nearly 300 medical students rotated through Moffitt annually, and rotations included nursing students, physician assistants, ARNPs, medical assistants and pharmacy students. He explained that training and education spanned all levels, including a collaborative Ph.D. program in Cancer Biology with USF. He said Moffitt had collaborations with six universities and three research institutes, including IHMC.

Dr. Dalton said Moffitt had a major impact on the economy as well. He estimated its direct economic impact exceeding $1.7 billion. He said Moffitt employed more than 4,200 staff and faculty, and did more than $80 million per year in research grant funding. He said that 19 licenses had been issued this past year over Moffitt patents. He noted that Moffitt research had been featured on television network news, including Dr. Lodovico Balducci's work in Geriatric Oncology and Dr. Anna Giudano's work with viral infections and the HPV virus.

Dr. Dalton explained Moffitt's project in Total Cancer Care. He said the doctors identified the needs of patients and their families, collected and analyzed genetic profiles and outcomes data, and tailored the care to the needs of each patient. He said that 18 hospitals in 10 states were using this care approach.

Ms. Parker thanked both Dr. Ford and Dr. Dalton for their presentations. She said these institutes and centers were engaged in important work.

5. Discussion, National Trends in Higher Education

Ms. Parker said there was a great deal of discussion about reforms in higher education. She noted that Governor Scott had expressed an interest in some of the reforms suggested in Texas and she wanted to engage the Board in this conversation.

Chancellor Brogan said that the discussions occurring around the country were also being discussed by boards of trustees in Florida. He said it was clear that Florida needed to do more in STEM education. He commented that while Florida needed more STEM educated students, he was not suggesting that Florida needed fewer humanities or fine arts graduates. He said this required universities to balance their course offerings. He noted that when Scripps was interested in coming to Boca Raton, they were also attracted to quality of life issues and the vibrant cultural life in the community. He said the universities also needed to increase retention rates in STEM programs. He said that if additional resources were provided to the universities to equip laboratories, and fund additional faculty and research, this might encourage STEM degree production. He added that the Board's Legislative Budget Request included $150 million targeted to STEM and graduation and retention rates.

Chancellor Brogan said other discussions concerned adult degree completion. He noted that some activity had interrupted the completion of a university degree. Universities needed to consider ways to bring these adults back to complete the degree. He said there were both institutional and System approaches. He said universities also needed to double the production of on-line degrees. Universities needed to make sure students had the necessary skill sets to take on-line courses.

Chancellor Brogan said universities also needed to implement accountability-based funding. He said FTE based funding had worked in the past, but that as universities approached their access limits, it was important to recognize that a funding model that rewarded growth was no longer appropriate. He said the Board should consider new funding models, funding for outcomes such as completion rates.

The Chancellor said there were also discussions of measures of student success, such as the development of Learning Compacts. This would assure that students were exiting programs with guaranteed skill sets ready to compete in the marketplace. He commented that universities had already made retention and graduation rates a priority. He said another discussion topic was appropriate faculty rewards. Some universities had implemented merit-based programs.

Chancellor Brogan said an important topic for this Board would be the organization of the State University System for the future. He said both Florida and the nation were challenged to achieve additional baccalaureate degrees which would help the state and the nation be successful. He said Florida needed a fully engaged

University System, using the genius of the universities to solve the problems of the world. He commented that the Carnegie categories now included community engagement.

Ms. Parker said she was interested in the Board's thoughts on these topics and whether the Board sought to advance some of them in Florida. Mr. Colson said he understood that the Governor wanted to hear the Board's thoughts on the Texas proposals. He inquired if the Board should weigh in as individual Board members or through the Presidents and the boards of trustees. Chancellor Brogan said they needed to fashion a Florida plan.

Chancellor Brogan said President Barron had written some of his thoughts. President Barron said if the universities did not respond, they would be viewed as uninterested in exploring these ideas. He said this was not the case; the universities were proud to be accountable and had a strategic vision. He said it would be better if the System crafted a response. He said his response was FSU-centric; there should be a System-centric response.

Ms. Duncan suggested that the discussions begin with the FSU document as a starting point. President Bense said any response should reflect the diversity of size and mission of the universities in the System. It should address key performance indicators. Chancellor Brogan said that by the November meeting, he would have a document that outlined Florida initiatives.

Mr. Hosseini said that the Governor was looking for a dialogue on higher education. He said he was interested in ideas to manage the System better, and provide students with the best education possible. Ms. Parker said it would be helpful to know the pros and cons of every initiative. Commissioner Robinson said he had met with the Florida College System presidents to discuss their suggestions. He agreed that the Board should have a System position.

6. Budget and Finance Committee Report

A. 2011-12 State University System Operating Budgets

Mr. Perez moved that the Board approve the 2011-2012 State University System Operating Budgets, as presented. Mr. Colson seconded the motion, and members of the Board concurred.

B. 2012-13 Legislative Budget Request, State University System

Mr. Perez moved that the Board approve the 2012-13 operating Legislative Budget Request for the State University System, as presented,

and authorize the Chancellor to make technical changes, as necessary. Mr. Colson seconded the motion.

Ms. Duncan noted that FSU was seeking re-authorization and funding of its national laboratory, the National High Magnetic Field Laboratory. Ms. Duncan said she supported the full request and proposed the issue be listed in the Legislative Budget Request as a separate line item. The maker and second of the motion concurred. Members of the Board concurred.

C. 2012-13 Legislative Budget Request, Board General Office

Mr. Perez moved that the Board approve the 2012-13 operating Legislative Budget Request for the Board General Office, as presented, and authorize the Chancellor to make technical changes, as necessary. Mr. Colson seconded the motion, and members of the Board concurred.

D. Final Action, Amended Board Regulation 7.001, Tuition and Associated Fees

Mr. Perez said the Board had approved the notice of amendments to Regulation 7.001, Tuition and Associated Fees, at the Board's meeting on June 23, 2011. He said the regulation had been amended to codify the actions taken by the 2011 Legislature to increase base undergraduate tuition from $95.67 to $103.32, an eight percent increase. In addition, pursuant to Senate Bill 2150, a modification had been made to the tuition differential component of the regulation that would allow excess revenue for need-based financial aid to be spent on other undergraduate education if all tuition and fee needs of resident Pell Grant students had been met. He said there had been no comments during the comment period.

Mr. Perez moved that the Board approve amended Board Regulation 7.001, Tuition and Associated Fees, as presented. Mr. Beard seconded the motion, and members of the Board concurred.

E. Final Action, Amended Board Regulation 7.003, Fees, Fines and Penalties

Mr. Perez said the Board had approved the notice of amendments to Regulation 7.003, Fees, Fines and Penalties, at the Board's meeting on June 23, 2011. He said the regulation had been amended to codify several actions taken by the Board in March and statutory changes made by the 2011 Legislature. He said that the Board had approved several new university fees and an increase to the orientation fee at UWF. These fees

were added to the regulation. He said that the Budget and Finance Committee had recommended that additional criteria should be included to provide guidance to the universities in the development of new fees. These criteria had been added to the regulation.

He said that Senate Bill 2150 authorized a transient student fee not to exceed $5 per distance learning course for accepting a transient student and processing the student's admissions application. This provision had been added to the regulation. He said that Senate Bill 2150 had also modified the existing excess hour fee. The modifications had also been added to the regulation. There had been no comments during the comment period.

Mr. Perez moved that the Board approve amended Board Regulation 7.003, Fees, Fines and Penalties, as presented. Mr. Beard seconded the motion, and members of the Board concurred.

F. Final Action, Amended Board Regulation 9.017, Faculty Practice Plans

Mr. Perez said the Board had approved the notice of amendments to Regulation 9.017, Faculty Practice Plans, at the Board's meeting on June 23, 2011. He said the regulation established the basic policy and criteria for the establishment and operation of Faculty Practice Plans. He said the regulation was amended to provide for the establishment and operation of the Faculty Practice Plan for the Florida Atlantic University College of Medicine. There had been no comments during the comment period.

Mr. Perez moved that the Board approve amended Board Regulation 9.017, Faculty Practice Plans, as presented. Mr. Beard seconded the motion, and members of the Board concurred.

7. Facilities Committee Report; 2012-13 SUS Fixed Capital Outlay Legislative Budget Request

Mr. Beard said the Facilities Committee had had a lengthy discussion about diminished PECO funding. He said Dr. Ken Jessell, Chief Financial Officer and Senior Vice President, Finance and Administration, FIU, and Mr. Chris Kinsley, Board staff, had provided excellent background information. He said the Committee had concluded that there was insufficient PECO revenue to fund the ongoing needs of the SUS, and that Committee members had agreed generally to work with the Legislature to get adequate funding.

Mr. Beard said the Committee had one action item for the Board, approval of the 2012-13 SUS Fixed Capital Outlay Legislative Budget Request. Mr. Beard noted two amendments to the Courtelis Project List for New College which should be added, i.e., the International and Area Studies Building, Phase I, and the Academic Center Computational Server Room Infrastructure. He said the total request for Courtelis projects exceeded $100 million.

Mr. Beard moved that the Board approve the 2012-13 SUS Fixed Capital Outlay Legislative Budget Request, as presented, and authorize the Chancellor to make revisions, as necessary. Mr. Temple seconded the motion, and members of the Board concurred.

8. Strategic Planning Committee Report

A. Strategic Planning

Mr. Martin reported that the Strategic Planning Committee had had a lengthy meeting extending over two days. He said the Committee had heard the presentations from FAMU and UCF for new dental schools and the presentation from UF to increase the enrollment at its College of Dentistry, as well as the presentation by USF Polytechnic for consideration of its independent status. He said that these issues would be heard again at the November Board meeting. He said the Committee had also met in Orlando on August 26, 2011, to review the three Board regulations dealing with System structure and to discuss the Board's Strategic Plan. He said he hoped to bring a draft Strategic Plan forward at the November meeting.

B. Final Action, Amended Board Regulation 8.002, Continuing Education

Mr. Martin explained that Board Regulation 8.002, Continuing Education, had been promulgated originally as a rule of the Board of Regents in the 1970's. He said that the old rule had not been updated with changes in governance and changes in the nature of continuing education. The proposed amendments eliminated the obsolete provisions and put into place clear expectations for administering and reporting continuing education activity within the State University System.

He said that numerous university representatives had contributed to the draft regulation. He noted that there had been concerns expressed about the regulation when it was first placed on the agenda for notice in June. He said Chair Parker had identified a Workgroup of Board members and university staff to address the issues. He said the

Workgroup had met and at its August meeting, the Committee had accepted the one technical edit to the regulation, as noticed, and had recommended approval at this meeting.

Mr. Martin moved that the Board approve amended Board Regulation 8.002, Continuing Education, as presented. Mr. Temple seconded the motion, and members of the Board concurred.

C. Public Notice of Intent to Promulgate Board Regulation 8.004, Academic Program Coordination

Mr. Martin said that over the past several months, the Committee had had discussions focusing on better organizing and coordinating efforts within the System. He said that proposed Board Regulation 8.004, Academic Program Coordination, required a cyclical review of current academic programs at all levels, as well as those planned for addition or termination, and established a process for all universities to use when they wanted to offer academic programs, or substantial parts of programs, away from their main or additional campuses. He further explained that the regulation addressed college-credit degree or certification programs, not research or non-college credit courses or programs.

He said that numerous university representatives had contributed to the draft regulation. He said that the proposed regulation had been noticed at the June meeting to begin the process of obtaining public input. To address questions and concerns, Chair Parker had identified a Workgroup of Board members and university staff to address the issues. He said the Workgroup had met, and that he had presented the proposed changes to the Committee at its August meeting. He said that because of the significant edits to the regulation, as noticed, the Committee had recommended that the regulation be re-noticed.

Mr. Martin moved that the Board approve the Re-notice of Intent to Promulgate Board Regulation 8.004, Academic Program Coordination, as presented, for publication on the Board of Governors web site, pursuant to the Board's regulation development procedure. Mr. Colson seconded the motion, and members of the Board concurred.

D. Public Notice of Intent to Amend Board Regulation 8.009, Educational Sites

Mr. Martin said that the Board's current policies regarding educational sites were in a regulation that had been a rule of the former

Board of Regents and did not reflect the current governance structure or any planning or approval processes. He explained some of the amendments to the regulation. These amendments established an updated typology for system structure planning and data reporting, provided a role for the boards of trustees, clarified approval processes, required Board approval prior to campuses seeking separate accreditation, and provided flexibility for the offering of lower-level courses on educational sites.

He said that numerous university representatives had contributed to the draft regulation. He said that the proposed regulation had been noticed at the June meeting to begin the process of obtaining public input. To address questions and concerns, Chair Parker had identified a Workgroup of Board members and university staff to address the issues. He said the Workgroup had met, and that he had presented the proposed changes to the Committee at its August meeting. He said that because of the significant edits to the regulation, as noticed, the Committee had recommended that the regulation be re-noticed.

Mr. Martin moved that the Board approve the Re-notice of Intent to Amend Board Regulation 8.009, Educational Sites, as presented, for publication on the Board of Governors web site, pursuant to the Board's regulation development procedure. Mr. Colson seconded the motion, and members of the Board concurred.

Mr. Martin thanked members of the Workgroup for their time and deliberation. He said they had brought back excellent recommendations on these System structure regulations.

9. Academic and Student Affairs Committee Report

A. Ph.D., Security Studies, UCF

Ms. Duncan said UCF proposed to offer a Ph.D. degree program in Security Studies. She said the program would serve the state's need for analysts and security specialists for international corporations, the military and ports. She said the proposed program would require 62 hours of course work beyond the master's, including the dissertation.

Ms. Duncan said the Committee had reviewed the proposal on June 23, 2011, and had recommended approval of the program. Ms. Duncan moved that the Board approve the Doctor of Philosophy (Ph.D.) in Security Studies at the University of Central Florida, CIP Code 45.0902, as

presented. Mrs. Frost seconded the motion, and members of the Board concurred.

B. Final Action, Amended Board Regulation 6.010, Student Affairs Administration

Ms. Duncan said the proposed amendment to Board Regulation 6.010, Student Affairs Administration, ensured compliance with a new federal regulation, which required institutions of higher education to provide students and prospective students with contact information for filing complaints with the university's accrediting agency and with the Board of Governors. There had been no comments during the comment period.

Ms. Duncan moved that the Board approve amended Board Regulation 6.010, Student Affairs Administration, as presented. Mrs. Frost seconded the motion, and members of the Board concurred.

C. Final Action, Amended Board Regulation 6.017, Criteria for Awarding the Baccalaureate Degree

Ms. Duncan said the amendments to Board Regulation 6.017, Criteria for Awarding the Baccalaureate Degree, were proposed to align with action taken by the 2011 Legislature which deleted the requirement that undergraduate students achieve certain minimum scores on a nationally standardized examination or a grade point average in specified postsecondary coursework prior to graduation. She noted that the elimination of this particular requirement did not remove the expectation that there would be certain college-level communication and mathematics skills associated with successful student performance through the baccalaureate level.

Ms. Duncan moved that the Board approve amended Board Regulation 6.017, Criteria for Awarding the Baccalaureate Degree, as presented. Mrs. Frost seconded the motion, and members of the Board concurred.

D. Public Notice of Intent to Amend Board Regulation 6.018, Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities

Ms. Duncan said that consideration of amendments to Board Regulation 6.018, Substitution or Modification of Requirements for

Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities, had been pulled from the agenda and would be considered at the November Board meeting.

10. Trustee Nominating Committee Report

Mr. Hosseini said the Trustee Nominating Committee had now completed its assignment to recommend the appointment of 23 university trustees, for terms that had expired on January 6, 2011. Mr. Hosseini noted that these trustees would also be invited to attend an orientation session.

A. Appointment of University Trustee, FIU

Mr. Hosseini moved that the Board accept the recommendation of the Committee and approve the appointment of Mr. Gerald Grant to serve as trustee at FIU for a term ending January 6, 2016, as presented. Mr. Temple seconded the motion, and members of the Board concurred.

B. Appointment of University Trustee, UNF

Mr. Hosseini moved that the Board accept the recommendation of the Committee and approve the appointment of Mr. Fred Franklin, to serve as university trustee at UNF to complete the term of Mr. Kevin M. Twomey, who resigned, for a term ending January 6, 2013, as presented. Mr. Tripp seconded the motion, and members of the Board concurred.

11. Legislative Affairs Committee Report

Mr. Colson reported that the Legislative Affairs Committee had met by telephone conference call on September 12, 2011, to review the Board's legislative agenda for the 2012 Session. He said the Committee had voted to address the following issues: concurrency exemption, funding for financing university facilities, an increase to the CITF fee, Major Gifts Matching Program and Courtelis Matching Program funds, and a public records exemption for the home addresses of certain university researchers. He moved that the Board approve the proposed legislative issues, as presented. Mr. Tripp seconded the motion, and members of the Board concurred.

12. Adjournment

Having no further business, the Chair adjourned the meeting of the Board of Governors, State University System of Florida, at 3:30 p.m., September 15, 2011.

_____
Ava L. Parker,
Chair

_____
Mary-Anne Bestebreurtje,
Corporate Secretary

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
November 10, 2011

SUBJECT: Chancellor's Report to the Board of Governors

PROPOSED BOARD ACTION

For Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not Applicable

BACKGROUND INFORMATION

Chancellor Frank Brogan will report on activities affecting the Board staff and the Board of Governors since the last meeting of the Board.

Supporting Documentation Included: None

Facilitators/Presenters: Chancellor Frank T. Brogan

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
November 10, 2011

SUBJECT: Election of Board Officers, Chair and Vice Chair

PROPOSED BOARD ACTION

Election of Chair and Vice Chair, for a two-year term beginning January 1, 2012, through December 31, 2013

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Powers and Duties, Board of Governors

BACKGROUND INFORMATION

In accordance with the Board's Powers and Duties document, as adopted by the Board of Governors, October 2003, and amended in March 2010, the Board shall elect its Chair and Vice Chair, at the last meeting of an odd-numbered year, to serve a two-year term of office, beginning the next January 1. In this case, the Board officers will be elected at this meeting for a term beginning January 1, 2012, through December 31, 2013.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Ava Parker

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
November 10, 2011

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 6.018 Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities

PROPOSED BOARD ACTION

Consider approval of the public notice of intent to amend Board of Governors Regulation 6.018 Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Sections 1007.264 and 1007.265, *Florida Statutes*, were amended by the 2011 Florida Legislature. Due to these changes in statute going into effect July 1, 2011, Regulation 6.018 requires amendment. The statement exempting documented intellectual disabilities from the definition of "other health disabilities" has been proposed for elimination. Language was added for clarity, and Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder was added within the individual definitions. Additionally, the name of the regulation has been slightly modified in order to capture the possibility of substitutions being made for university admission decisions.

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

Supporting Documentation Included:	Backup Found Behind Academic and Student Affairs Committee Agenda Item
Facilitators/Presenters:	Governor Ann Duncan

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
November 10, 2011

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 8.016 Academic Learning Compacts

PROPOSED BOARD ACTION

Consider approval of the public notice of intent to amend Board of Governors Regulation 8.016 Academic Learning Compacts.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

An SUS Academic Learning Compacts Work Group, consisting of representatives from seven universities and the Board office, drafted initial revisions to Regulation 8.016. The proposed amendments clarify the process related to student learning outcomes assessment. As such, the title of the regulation has been changed from "Academic Learning Compacts" to "Student Learning Outcomes Assessment."

Paragraph (1) sets out required policies and procedures. Each board of trustees must have a process for certifying student learning outcomes. Each university must develop processes for the following areas: (1) Academic Learning Compacts (ALCs), (2) related assessment mechanisms, (3) program evaluation, and (4) continuous improvement.

Paragraph (2) outlines required products. A hard copy or electronic version of the university-wide regulation or policy and related procedures regarding student learning outcomes assessment must be provided to the Board office. Each ALC must be posted on the university's Web site. Universities must submit periodic status reports on student learning outcomes assessment to the Board office.

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

Supporting Documentation Included: Backup Found Behind Academic and Student Affairs Committee Agenda Item

Facilitators/Presenters: Governor Ann Duncan

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Board of Governors Meeting
November 10, 2011

SUBJECT: Removal of Limited Access Status for Bachelor of Science in Geomatics at the University of Florida

PROPOSED BOARD ACTION

Consider Removal of Limited Access Status for Bachelor of Science in Geomatics at the University of Florida, CIP Code 15.1102

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.013

BACKGROUND INFORMATION

Board of Governors Regulation 8.013 requires that Limited Access status for baccalaureate programs be approved by the Board of Governors. There is currently no provision in the regulation for a university to discontinue that status once granted. Consequently, if a program has been approved for Limited Access status, the Board of Governors must approve the removal of that status.

The University of Florida wishes to remove the Limited Access status for the Bachelor of Science in Geomatics and is now seeking Board of Governors approval. This action is requested in order to correct the Limited Access designation assigned to the program in the early 1990s when it was housed in the College of Engineering. When the program was moved into the College of Agricultural and Life Sciences, there was no intention for the program to remain Limited Access.

If approved, Limited Access status will be removed immediately.

Supporting Documentation Included: Request available in September 14-15, 2011 Academic and Students Affairs Committee materials at http://www.flbog.edu

Facilitators/Presenters: Governor Ann Duncan

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Board of Governors Meeting
November 10, 2011

SUBJECT: Request for the Bachelor of Science in Biomedical Engineering at the University of Florida to exceed 120 credit hours to degree

PROPOSED BOARD ACTION

Consider Request for the Bachelor of Science in Biomedical Engineering (CIP 14.0501) at the University of Florida to exceed 120 credit hours to degree

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Subsection 1007.25(8), Florida Statutes
Board of Governors Regulation 8.014

BACKGROUND INFORMATION

Board of Governors Regulation 8.014 requires that any baccalaureate degree exceeding the state mandated 120 credit hours to degree be approved to do so by the university board of trustees and the Board of Governors. The University of Florida (UF) is seeking an exception for its new Bachelor of Science in Biomedical Engineering (CIP 14.0501) which is 132 credit hours to degree in order to accommodate the curriculum needed for the discipline and to meet Accreditation Board for Engineering and Technology accreditation requirements for engineering programs. The increase in credit hours is due to the multi-disciplinary curriculum requirements which call for proficiency in both engineering and a range of knowledge and skills relevant to the biomedical engineering practice. The request by the University of Florida is consistent with other engineering programs in the State University System.

The UF Board of Trustees approved the new degree and the request to exceed 120 credit hours to degree on March 17, 2011. If the request is approved by the Board of Governors, UF will implement the new program in the Fall of 2012.

Supporting Documentation Included: Request available in September 14-15, 2011 Academic and Students Affairs Committee materials at http://www.flbog.edu

Facilitators/Presenters: Governor Ann Duncan

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Board of Governors Meeting
November 10, 2011

SUBJECT: Limited Access Request for the Bachelor of Science in Biomedical Engineering at the University of Florida

PROPOSED BOARD ACTION

Consider Request for Limited Access Status for the Bachelor of Science in Biomedical Engineering (CIP 14.0501) at the University of Florida

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution
Board of Governors Regulation 8.013

BACKGROUND INFORMATION

Board of Governors Regulation 8.013 requires that Limited Access status for baccalaureate programs be approved by the Board of Governors. A program may be considered for Limited Access status if (1) the number of students who have met all the requirements for admission to the university and to the program exceeds available resources such as space, equipment, or other instructional facilities, clinical facilities, or adequate faculty; (2) the program is of such a nature (normally in the fine or performing arts) that applicants must demonstrate that they already have the minimum skills necessary to benefit from the program; or (3) the program is of such a nature that, in order to be successful, applicants must demonstrate higher academic preparation than is required for admission to the university offering the program.

The University of Florida's Board of Trustees approved limited access status for the Bachelor of Science in Biomedical Engineering at its meeting on March 17, 2011, and is now seeking Board of Governors approval. This action is requested due to anticipated large student demand for the program, limited faculty and instructional facilities, and the need to maintain a quality program to meet accreditation standards. Enrollments will be limited to 70 students per year by 2017. Admission will be based upon competitive Grade Point Average and personal essays that demonstrate a commitment to the discipline. Although proposed minimum standards for admission include two 3000 level courses for native students, these courses are not considered for

admission of Associate in Arts transfer students, who may enroll in the courses their first semester.

If approved, the University of Florida plans to implement the new program and the Limited Access Status effective Fall 2012.

Supporting Documentation Included:	Request available in September 14-15, 2011 Academic and Students Affairs Committee materials at http://www.flbog.edu
Facilitators/Presenters:	Governor Ann Duncan

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
November 10, 2011

SUBJECT: 2011 New Fee Report

PROPOSED BOARD ACTION

Approve the 2011 New Fee Report for transmittal to the Legislature and Governor's Office

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution and Section 1009.24(15)(f) Florida Statute

BACKGROUND INFORMATION

Section 1009.24(15)(f) Florida Statute, requires the Board to submit an annual report summarizing the new fee proposals received and actions taken by the Board in response to each proposal. There is no specific deadline for the submission of the report.

In January, 2011 there were eight new fee proposals submitted to the Budget and Finance Committee for consideration. Ultimately, the Board approved four new fees at the March, 2011 meeting. The attached report summaries the new fees received, actions taken on each proposal, the amount of the fee, and anticipated revenues and expenditures.

Supporting Documentation Included: Information located in the Budget & Finance Committee section

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
November 10, 2011

SUBJECT: 2012 Market Tuition Proposals

PROPOSED BOARD ACTION

The Budget and Finance Committee will present university market tuition proposal recommendations.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Subsection 7, Florida Constitution and Board Regulation 7.001

BACKGROUND INFORMATION

Pursuant to Regulation 7.001 – Tuition and Associated Fees, a university board of trustees may submit a proposal for market tuition rates for graduate-level courses offered online or through the university's continuing education unit when the courses constitute an approved degree program or college credit certificate program.

The Board reviewed and approved 17 market tuition programs at the February, 2011 meeting. The Regulation requires each university approved to offer market tuition rates to submit an annual status report. An update on those programs currently authorized is included in this packet. However, many of the programs are currently in the implementation stage, and meaningful data to evaluate their success is not available at this point in time.

Five universities have submitted a total of 18 market tuition programs for consideration. Actions taken by the Committee will be forwarded to the full Board at the January meeting:

1. University of Central Florida
    a. Professional Master of Science in Health Care Informatics
2. Florida International University
    a. Master of Science in Construction Management
    b. Masters in Mass Communication – Global Strategic Management
    c. Master of Science in Engineering Management

    d. Master of Science in Finance
    e. Executive Masters in Taxation
3. Florida State University
    a. Master in Criminal Justice
    b. Master of Science in Instructional Systems
    c. Graduate Certificate in Project Management
    d. School of Communication Science and Disorders' Bridge Certificate Program
4. University of Florida
    a. Master of Arts in Mass Communication
    b. Master of Arts in Urban and Regional Planning
    c. Master of Science in Soil and Water Science
5. University of South Florida
    a. Professional Master of Science in Electrical Engineering
    b. Master of Science in Entrepreneurship
    c. Master of Science in Management Information Systems
    d. Master of Science in Nurse Anesthesia
    e. Master of Public Administration

Supporting Documentation Included: Information located in the Budget & Finance Committee section

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
November 10, 2011

SUBJECT: Dental Education

PROPOSED BOARD ACTION

Endorse the Chancellor's signing of a Memorandum of Understanding with the Florida Department of Health; Consider for Approval 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

Having spent portions of its last three meetings on the subject of dental education, the Board indicated that it would conclude its discussions and make final determinations at its November 10, 2011 meeting.

The Board is now in a position to make determinations based on its direction in September 2011 that the universities interested in either expanding or in creating new dental schools work among themselves to determine whether a collaborative arrangement or arrangements could be reached. Two proposals were presented on November 9, 2011 to the Board's Strategic Planning Committee. Also, as noted in the Strategic Planning Committee's backup materials, the Chancellor has met with the Secretary of the Florida Department of Health to explore, via a Memorandum of Understanding (MOU), 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 for increasing the number of minority dentists. A draft MOU is included in the Board's Strategic Planning Committee materials and, if endorsed by the Board of Governors, would be jointly signed at a later date.

Supporting Documentation Included: (Strategic Planning Committee Materials)

Facilitators / Presenters: Governor Martin

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
November 10, 2011

SUBJECT: University of South Florida Polytechnic Business Plan

PROPOSED COMMITTEE ACTION

Consideration of Recommendation from the Strategic Planning Committee 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 to the Strategic Planning Committee on November 9, 2011, regarding the campus becoming an independent institution in the State University System. The Committee will make a recommendation to the Board for consideration.

In considering the Committee's recommendation, the Board would need to determine whether to also rescind 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 included in materials for the November 9, 2011, Strategic Planning Committee Minutes of September 27, 2007 Board Meeting
Facilitators/Presenters:	Governor Frank Martin

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
November 10, 2011

SUBJECT: Board of Governors' Strategic Plan for the State University System: 2012 - 2025

PROPOSED BOARD ACTION

Consider Approval of Board of Governors' Strategic Plan 2012-2025

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Board of Governors Strategic Planning Committee has spent considerable time during 2011 on the development of a Strategic Plan for the State University System for the period: 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 the 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 its November 9, 2011 meeting, the Strategic Planning Committee reviewed the Strategic Plan draft document and considered its approval for forwarding to the full Board of Governors.

Supporting Documentation Included:	Strategic Plan 2012-2025 draft document appears in Strategic Planning Committee November 9, 2011 meeting materials
Facilitators/Presenters:	Governor Frank Martin

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
November 10, 2011

SUBJECT: **Organizing the System for Success**: Regulation 8.004 – Academic Program Coordination

PROPOSED BOARD ACTION

Approve Regulation 8.004 – Academic Program Coordination

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Over the past several months, the Board and its Committees have had discussions focusing on better organizing and coordinating efforts within the System. In order to facilitate collaboration, articulation, and coordination of program delivery across the System, this proposed regulation:

- Requires a cyclical review of current academic programs at all levels, as well as those planned for addition or termination; and
- Establishes a process for all universities to use when they wish to offer academic programs, or substantial parts of programs, away from their main or additional campuses.

The regulation addresses college-credit degree or certification programs, not research or non-college credit courses or programs.

In drafting this regulation, Board staff solicited input from the university general counsels, members of the Council of Academic Vice Presidents, and university academic contacts. The proposed regulation was noticed at the June 2011 Board meeting to begin the process of obtaining public input. To address questions and concerns expressed by some university representatives during the Strategic Planning Committee meeting in June, Chair Parker created a workgroup consisting of three Board members and four university representatives. The charge to Governor Martin was to bring back to the Committee recommendations for addressing the issues discussed by the

Workgroup.

The Workgroup discussed the issues in Tallahassee on Monday, August 22, and Governor Martin's recommendations were presented to the Strategic Planning Committee at its August 26, 2011, meeting. The Committee accepted the edits and recommended that the Board re-notice the proposed regulation at its September meeting. The Board approved re-noticing it.

Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation. Based on comments made during the public notice period, technical edits have been made to clarify language in the proposed regulation. The Board's General Counsel has determined that re-noticing again is not necessary; the edits are technical, not substantive.

When the final regulation is approved, Board staff will coordinate the development of an inventory of programs offered at locations other than main and additional campuses, as well as the development of a list of agriculture and agriculture-related programs, and other programs as needed, that will be used to expedite the Chancellor's approval process.

Supporting Documentation Included: Proposed Regulation: 8.004 – Academic Program Coordination

Facilitators/Presenters: Governor Frank T. Martin

8.004 Academic Program Coordination

(1) To facilitate collaboration, articulation, and coordination of academic program delivery across the State University System, the Office of the Board of Governors shall coordinate with the Council of Academic Vice Presidents to conduct an annual review of all current academic degree program offerings, as well as university plans regarding the addition or termination of any degree programs. The review shall be designed to inform both institutional and System-level strategic planning and shall assess:
    (a) Whether appropriate levels of postsecondary access are provided for students across the State of Florida to enable citizens to pursue degrees in selected fields;
    (b) Opportunities for the collaborative design and delivery of degree programs utilizing shared resources across multiple State University System institutions;
    (c) Whether academic program duplications are warranted; and
    (d) Potential impacts of any proposed academic program closure.

(2) When a state university desires to offer a college-credit degree or certificate program, or substantial parts of a program, that requires a substantial physical presence, at a location in Florida other than an existing Main Campus, Type I Campus, Type II Campus, or Type III Campus, the university shall provide to the Chancellor and the Chair of the Board of Governors a letter of intent to expand program offerings as soon as practicable. Prior to providing a letter of intent, the university may engage in planning activities designed to assess whether the proposed program furthers an educational or workforce need; whether sufficient student demand exists for the proposed program; and whether the proposed program can be implemented within existing university resources or, if not, an assessment of the anticipated cost of the new program and its impact on the university's existing resources.
    (a) The Chancellor, in consultation with the Chair and affected institutions within the System, will have twenty business days to consider a university's letter of intent to determine whether the proposed program is market-driven, mission-justified, and would not constitute an unnecessary duplication of academic programs or a waste of state resources. If the Chancellor determines that the proposed program meets these criteria, then the program may be implemented.

(b) The Board of Governors Office shall maintain a list of programs developed in conjunction with the Council of Academic Vice Presidents which shall be used to expedite the approval process.

(c) If the Chancellor, in consultation with the Chair and affected institutions, determines that the proposed program does not meet the criteria specified in subparagraph (2)(a), the Chancellor shall notify the university and, within five business days from such notification, the university may request reconsideration of its program proposal by the Board's Appeals Committee, which shall consist of the Chair and the Chair of each Board committee. The Board of Governors Appeals Committee will review a university's request for reconsideration and issue a decision within twenty business days.

(d) For the purpose of this regulation, substantial physical presence means maintaining continuously beyond the length of a single course, for any purpose related to offering a degree or certificate program, a physical location away from the main or additional campuses, to include classrooms, teaching laboratories, or other facilities for student instruction. Externships, internships, residencies, clinical rotations, student fieldwork, and other similar educational experiences do not constitute a substantial physical presence. With regard to distance learning, the convening of students for orientation, testing, practica, and group seminars or projects does not constitute a physical presence if no more than twenty percent of the course in which they are enrolled is delivered face-to-face at that location.

(e) The activities of Florida cooperative extension services that do not include college credit degree or certificate programs will continue to be the responsibility of the Institute of the Food and Agricultural Sciences of the University of Florida and the College of Engineering Sciences, Technology and Agriculture of Florida Agriculture and Mechanical University and are not subject to the requirements of this regulation. Also not subject to the requirements of this regulation is any graduate degree program that directly supports research being conducted at an approved research and education center in which the program is proposed to be offered.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
November 10, 2011

SUBJECT: Organizing the System for Success: Regulation 8.009

PROPOSED BOARD ACTION

Approve Regulation 8.009 – Educational Sites.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Board's current policies regarding educational sites are assumed to be reflected in Board Regulation 8.009 - Definition and Process for Establishing Educational Sites. However, this regulation was initially a rule of the former Board of Regents and, as such, does not reflect the new governance structure of the State University System and does not delineate the planning and approval processes the Board expects of itself and the individual university boards of trustees.

Changes were drafted to the regulation after Board staff solicited input from the university general counsels, members of the Council of Academic Vice Presidents, academic contacts, and other state university staff. The proposed regulation was noticed at the June 2011 Board meeting to begin the process of obtaining public input.

To address questions and concerns expressed by some university representatives during the June 2011 Strategic Planning Committee meeting, Chair Parker created a workgroup consisting of three Board members and four university representatives. The charge to Governor Martin was to bring back to the Committee recommendations for addressing the issues discussed by the Workgroup.

The Workgroup discussed the issues in Tallahassee on Monday, August 22, and Governor Martin's recommendations were presented to the Strategic Planning Committee at its August 26, 2011, meeting. The Committee accepted the edits and recommended that the Board re-notice the proposed regulation at its September meeting. The Board approved re-noticing it.

Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation. Based on comments made during the public notice period, technical edits have been made to clarify language in the proposed regulation. The Board's General Counsel has determined that re-noticing again is not necessary; the edits are technical, not substantive.

The proposed updates to the regulation address identified gaps in the current regulation by:

- Establishing an updated typology for system structure planning and data reporting;
- Providing a role for the boards of trustees;
- Clarifying approval processes;
- Requiring Board approval prior to additional campuses seeking separate accreditation;
- Providing flexibility for universities to offer lower-level courses on educational sites, while ensuring presidents collaborate with institutions in the Florida College System.

If the final regulation is approved in November, Board staff will coordinate the development of an updated inventory to ensure current sites will be correctly classified.

Supporting Documentation Included: Proposed Regulation 8.009 – Educational Sites

Facilitators/Presenters: Governor Frank T. Martin

8.009 Educational Sites

(1) The following definitions of educational sites shall be used for classification purposes in data submissions to the Board of Governors:

(a) Main campus is defined as the primary site of university educational, research, and administrative activities.

(b) 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, and reflects a relatively permanent commitment by a university for the foreseeable future, not an occasional, time-limited, or transitory activity, in facilities which are university-owned, university-leased, or jointly used with another public institution.

1. Type I Campus is defined as a university operation that has obtained and continues to maintain an enrollment level of more than 2,000 university student FTE in courses which lead to a college degree. A Type I Campus typically provides a broad range of instruction for numerous full and partial degree programs, research activity, and an extensive complement of student services.
2. Type II Campus is defined as a university operation that has obtained and continues to maintain an enrollment level of 1,000 to 2,000 university student FTE in courses which lead to a college degree. A Type II Campus typically provides a moderate range of instruction for full and partial degree programs, limited research activity, and a moderate complement of student services.
3. Type III Campus is defined as a university operation that has obtained and continues to maintain an enrollment level of at least 300 but less than 1,000 university student FTE. The Board may, within its discretion, require an operation with less than 300 FTE to be presented to the Board for approval if the operation otherwise meets the remaining criteria in this sub-paragraph. A Type III Campus typically provides a limited range of instruction for full and partial degree programs, limited research activity, and a limited complement of student services.

(c) Special purpose center is defined as a unit of a university, apart from the main campus, that provides certain special, clearly defined programs or services, such as research or public service, and reflects a relatively permanent commitment by a university for the foreseeable future, not an occasional, time-limited, or transitory activity, in facilities which are

university-owned, university-leased, or jointly used with another public institution. Instructional programs or courses leading to a college degree are typically not offered at special purpose centers. Cooperative extension sites are not considered special purpose centers.

(d) Instructional site is defined as a temporary instructional unit of a university, apart from the main campus, that provides a limited range of instructional programs or courses leading to a college degree, in facilities not owned by the institution.

(e) Special purpose site is defined as a unit of a university, apart from the main campus, that provides services of an educational or community outreach nature which are other than instruction leading to a college degree, in facilities not owned by the institution. Instructional programs or courses leading to a college degree are typically not offered at special purpose sites.

(2) Within the State of Florida, on-site lower-level (1000- and 2000-level) courses shall be offered only on the main campus of a university unless approved under the following conditions:

(a) When a university desires to offer a limited number of lower-level courses that address specified degree program needs at educational sites other than the main campus, prior to taking any action to establish such courses, the president shall collaborate with the president of the local Florida College System (FCS) institution in whose district the educational site is located to ensure that such course offerings will not unnecessarily duplicate course offerings at the FCS institution. After such collaboration, the university board of trustees may approve the offering of a limited number of lower-level courses that address specific degree program needs. The university shall seek approval of a proposal submitted to its board of trustees, and, subsequently, the Board of Governors to enroll lower-level university FTE that will exceed 25% of the total university FTE at an additional campus or special purpose center. The proposal shall be in the format developed in (2)(b).

(b) When a university desires to offer a full range of general education and other lower-level courses at an educational site, prior to taking any action to establish such courses, the president shall collaborate with the president of the local Florida College System institution to determine the effect on local articulation agreements. After such collaboration, the university may offer a full range of courses, if approved by the university board of trustees and, subsequently, by the Board of Governors. The proposal to offer a full range of lower-level courses shall use the format(s) developed by the Office of the Board of Governors, in conjunction with university academic affairs officers.

Such format(s) shall include, at a minimum, the following elements: relationship to the university's mission; assessment of student demand; availability of necessary facilities, equipment, and faculty; effect on local articulation agreements; and projections of lower-level FTE, operating budget, and staffing.

(3) The following approval processes for establishing, reclassifying, relocating, and closing educational sites apart from the main campus apply to the State University System:

(a) Each board of trustees shall adopt regulations consistent with this paragraph for the establishment, reclassification, relocation, and closing of educational sites apart from the main campus, including international educational sites and educational sites located in other states, and for the acquisition of real property on which such educational sites will be located.

(b) As an initial part of the process that may lead to the acquisition, establishment, reclassification, relocation, or closing of additional campuses or special purpose centers, the president of each university shall consult with the Chancellor to inform system-wide strategic planning.

(c) Instructional sites and special purpose sites may be established and closed by universities consistent with regulations established by their respective boards of trustees. If an instructional or special purpose site scheduled for closing has been funded by the Legislature or established pursuant to law, the university shall provide documentation to the Board of Governors justifying the closure, and shall initiate a dialogue with legislative leadership regarding the closure.

(d) Establishing, reclassifying, relocating, or closing an additional campus or special purpose center, including acquiring real property for such educational sites, shall be approved by the university board of trustees and, subsequently, the Board of Governors. No capital outlay funds shall be requested of the Legislature or expended, except for planning, prior to such approvals being obtained.

(e) Proposals for the establishment, relocation, and reclassification of additional campuses and special purpose centers shall be submitted to the university's board of trustees and, subsequently, to the Board of Governors, using the format(s) developed by the Office of the Board of Governors, in conjunction with university academic affairs officers. Such format(s) shall include, at a minimum, the following elements: Accountability, Needs Assessment, Academic Programs, Administration, Budget and Facilities, Student Services, and Monitoring of Implementation.

(f) In addition to addressing the elements specified in (3)(e), proposals for the establishment of international campuses and special purpose centers shall include the following elements:

1. The relationship of the international program to the institution's mission and strategic plan;
2. Any known legal requirements of the host country that must be met to establish and operate a campus or special purpose center in that country and the legal jurisdiction that will be applicable to the university's operations;
3. A risk assessment of the university's responsibility for the safety of students, faculty, and staff;
4. How the university will exercise control over the academic program, faculty, and staff, if the programs are not operated exclusively by the university.

(g) Proposals for closing additional campuses and special purpose centers shall be submitted to the university's board of trustees and, subsequently, to the Board of Governors, using the format(s) developed by the Office of the Board of Governors, in collaboration with university academic affairs officers. The proposal shall include a request for the Board of Governors to initiate a dialogue with university and legislative leadership regarding the appropriateness of seeking statutory changes, if the educational site has been established pursuant to law.

(4) A university shall receive approval from its board of trustees and the Board of Governors prior to seeking separate accreditation from the Southern Association of Colleges and Schools for an additional campus.

(5) Each university shall annually monitor enrollment at its additional campuses. If enrollments fall below the minimum designated for the site as defined in (1) for three consecutive years, the university shall develop and implement a plan for increasing enrollment, reclassifying the site, or closing the site. An exception shall be made for a Type III Campus that was approved by the Board of Governors for establishment at an enrollment level below the minimum designated in (1). In that case, if enrollments fall below the Board of Governors-approved minimum for that site for three consecutive years, the university shall develop and implement a plan for increasing enrollment, reclassifying the site, or closing the site.

Authority: Section 7(d), Art. IX, Fla. Const.; History—New 4-9-87, 6-8-92, 2-15-94, 12-2-99, Amended X-XX-2011.

8.009 Definition and Process for Establishing Education Sites

(1) The following definitions and processes for establishment shall apply to education locations of public universities within the state:

(a) Main campus is defined as the focal point of university educational and administrative activities, authorized by Section 240.2011, F.S. Lower- division courses are offered only on the main campus of each university unless the university receives specific Board of Governors approval to offer lower-division courses at a branch campus, center or site. Approval will be based on a consideration of the following: the universities mission; an assessment of student demand; availability of necessary facilities, equipment and faculty; discussion with the educational institutions impacted by the proposed course offerings; and the Postsecondary Education Planning Commission's review of those course offerings. The Board of Governors approval is subject to review and action by a member of the State Board of Education, then the Board of Governors determination shall automatically become effective 30 days from the date of the Board of Governors decision to approve.

(b) Branch campus is defined as an instructional and administrative unit of a university that offers students upper-division and graduate programs as well as a wide range of support services. Distance learning techniques may be used to complement on-site instruction at all types of campuses. Branch campuses may be of various types to meet the particular needs of a region:

1. Type I Branch Campus is defined as a major university operation which provides a broad range of instruction, numerous full and partial degree programs, research, and a full complement of student services in university administered facilities, which are mostly university owned or shared with a public community college. For efficiency of operation and provision of an adequate range of programs these campuses should obtain a funded enrollment level of 2,000 FTE.

2. Type II Branch Campus is a large university operation, providing a range of instructional programs, many of which lead to a degree at the branch campus, some research, and full support services in university controlled facilities. Funded enrollment is between 1,000 and 2,000 FTE.

3. Type III Branch Campus provides instruction in high demand disciplines, as well as necessary support services. Instructional and administrative functions are provided in facilities which may

~~or may not be controlled by the university. Distance learning techniques may be used to provide a significant portion of the instructional program. Funded enrollment is between 300 and 1,000 FTE.~~

~~(c) Establishment of a new branch campus requires approval by the Board of Governors. In its request for authority to establish a new branch campus, a university shall submit a report regarding the long-term requirements for programs and facilities relating to its mission statement and course offerings, including a three-year PECO project priority list and a plan for long-term facilities needs. In addition, the Postsecondary Education Planning Commission must recommend establishment of the campus to the State Board of Education under the provisions of Subsection 240.147(7), F.S., and the Legislature must appropriate funds for its establishment.~~

~~(d) Center is defined as an instructional unit of a university or universities that offers a limited range of instructional programs or courses. Funded enrollment at a center will be fewer than 300 FTE.~~

~~(e) Special purpose center is defined as a unit of a university that provides certain special, clearly defined programs or services, such as research, cooperative extension, or public service apart from the main campus, branch campus, or center.~~

~~(f) Establishment of new centers and special purpose centers which entail the expenditure of state funds for facilities requires an assessment of long- term needs for facilities and approval by the Board of the three-year PECO project priority list. In submitting its request for authority to establish a Center, a university shall submit a report regarding the long-term requirements for programs and facilities relating to the mission statement and course offerings.~~

~~(g) Instructional site is defined as an instructional unit of a university that offers a very limited range of instructional programs or courses, generally of short duration, in facilities not owned by the institution. Universities shall retain the ability to establish instructional sites to meet demonstrated needs without the necessity for approval of the Board.~~

~~(h) Special purpose sites is defined as a unit of a state university that provides services of an education nature that are other than instruction, research or administration. Universities shall retain the ability to establish special purpose sites to meet demonstrated needs without the necessity of the approval of the Board.~~

~~(2) All new campuses, centers, and special purpose centers approved by the Board shall be submitted, along with the required review by the Postsecondary Education Planning Commission, to the State Board of Education for approval.~~

~~(3) The Board will review these definitions and processes periodically to determine whether changes are necessary.~~

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
November 10, 2011

SUBJECT: 2012-13 State University System Fixed Capital Outlay Legislative Budget Request

PROPOSED BOARD ACTION

Review and approve the 2012-2013 SUS Fixed Capital Outlay Legislative Budget Request as amended and authorize the Chancellor to make technical changes as necessary.

Discuss PECO forecast and university maintenance challenges.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Subsection 7, Florida Constitution

BACKGROUND INFORMATION

The requested budget provides the State University System of Florida continued capital outlay support and has been prepared in accordance with statutory requirements and guidelines adopted by the Board of Governors on March 24, 2011. All university fixed capital outlay budget requests have been approved by the institutional boards of trustees.

The Board previously approved the 2012-2013 SUS Fixed Capital Outlay Legislative Budget Request (FCO LBR) on September 15, 2011. The latest PECO Revenue Estimating Conference held on October 3, 2011 eliminated PECO available for construction projects. Accordingly, no action is required by the Board with regards to the 2012/2013-2014/2015 SUS Three-Year Public Education Capital Outlay (PECO) Request.

Board action is required to amend other components of the FCO LBR to reflect changes requested by the universities.

Specific Fixed Capital Outlay Appropriation Requests

(Attachments I through III previously approved as of 09/15/11, no action required)

- ***The 2012/2013-2014/2015 SUS Three-Year Public Education Capital Outlay (PECO) Request*** *provides funding to meet identified academic and academic support facility needs based upon statutory revenue allocation constraints.* ***(Attachment I)***

- ***The 2012/2013 SUS Fully Funded Public Education Capital Outlay (PECO) Project Priority List*** *represents a prioritized statement of academic and academic support facilities needs.* ***(Attachment II)***

- ***Board Request for PECO Remodeling/Renovation/Repair/Maintenance Formula Funds Appropriation*** *represents a system-wide request for funds used to expand or upgrade educational facilities to prolong the useful life of the plant, pursuant to statute.* ***(Attachment III)***

(Attachments VI, VII, and VIII are LBR amendments for Board consideration)

- **A Request for Legislative Authorization for State University System Fixed Capital Outlay projects requiring General Revenue funds to Operate and Maintain (Attachment VI)** provides the spending authority for plant and maintenance operations.

- **Fixed Capital Outlay Projects Requiring Legislative Authorization (Attachment VII)**

- **Fixed Capital Outlay Projects Requiring Legislative Re-Authorization (Attachment VIII)**

Supporting Documentation Included: Located with Facilities Committee materials

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
November 10, 2011

SUBJECT: Florida Higher Education Classroom Utilization Study

PROPOSED BOARD ACTION

Review and approve the Florida Higher Education Classroom Utilization Study Draft and authorize the Chancellor to make technical changes.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Subsection 7, Florida Constitution

BACKGROUND INFORMATION

Board members will review and approve a draft of the Florida Higher Education Classroom Utilization Study and authorize the Chancellor to make technical changes. The 2011 General Appropriations Act includes proviso language requiring the State Board of Education and the Board of Governors to develop recommendations for a revised funding formula or potential policy changes to increase the evening and weekend utilization of higher education classroom facilities during future school terms no later than January 15, 2012.

Supporting Documentation Included: Located with Facilities Committee materials

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
November 10, 2011

SUBJECT: A Resolution of the Board of Governors Requesting the Division of Bond Finance of the State Board of Administration of Florida to issue revenue refunding bonds on behalf of the Florida State University Research Foundation, Inc. to refund all or a portion of certain outstanding bonds of the Florida State University Research Foundation, Inc.

PROPOSED BOARD ACTION

Adoption of a resolution of the Board of Governors requesting the Division of Bond Finance of the State Board of Administration of Florida (the "Division of Bond Finance") to issue revenue refunding bonds on behalf of the Florida State University Research Foundation, Inc. (the "Foundation") in an amount not to exceed $21,000,000 (the "Refunding Bonds") for the purpose of refunding all or a portion of the outstanding $22,590,000 State of Florida, Florida Board of Education, Florida State University Research Foundation, Incorporated, Revenue Bonds, Series 2001.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Florida Board of Governors Debt Management Guidelines; Section 1010.62, Florida Statutes; and Article IX, Section 7(d), Florida Constitution

BACKGROUND INFORMATION

The Division of Bond Finance is proposing the refunding of all or a portion of the outstanding $22,590,000 State of Florida, Florida Board of Education, Florida State University Research Foundation, Incorporated, Revenue Bonds, Series 2001, (the "Refunded Bonds") of which $18,595,000 is currently outstanding. The refunding will be effectuated to achieve debt service savings. The level of debt service savings and annual true interest cost rate achieved will be impacted by market conditions in existence at the time of issuance.

The Refunding Bonds are being presented to the Board of Governors for approval because the original authorizing resolution of the Florida Board of Education does not provide for refunding authority. Staff of the Board of Governors recommends adoption of the resolution.

Supporting Documentation Included: Located with Facilities Committee materials

AGENDA
Board of Governors Foundation, Inc.
Premier Club Level
FAU Stadium
Florida Atlantic University
Boca Raton, Florida
November 10, 2011

Upon Adjournment of the Board of Governors Meeting

1. Call to Order	**Chair Ava Parker**
2. Election of 2012 Officers	**Chair Parker**
3. Consideration of 2012 Operating Budget	**Chair Parker**
4. Concluding Remarks and Adjournment	**Chair Parker**

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STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
November 10, 2011

SUBJECT: Election of 2012 Foundation Officers

PROPOSED FOUNDATION ACTION

Election of 2012 Officers: Chairperson; Vice Chairperson; Secretary; Treasurer

AUTHORITY FOR BOARD OF GOVERNORS FOUNDATION, INC. ACTION

Florida Board of Governors Foundation, Inc. by-laws

BACKGROUND INFORMATION

The foundation operates on a calendar year basis and elects officers each year to serve for a one year term. This election takes place at the last meeting of the calendar year for the officers that will serve for the next calendar year.

The foundation by-laws outline the following qualifications for membership:

> The members of the Florida Board of Governors shall be members of the Foundation Board. In addition, other persons shall be eligible for active membership in this corporation who have been duly elected by a majority of all the members of the Corporation at any annual or special meeting of the members.

In the past the Chair, Vice Chair and the Corporate Secretary for the Florida Board of Governors have been elected to the Chairperson, Vice Chairperson and Secretary, respectively, of the foundation. Additionally, the Treasurer has been elected by a majority of the foundation's board members.

2011 Officers were:

Chairperson – Ava Parker	Vice Chairperson – Dean Colson
Secretary – Mikey Bestebreurtje	Treasurer – Tim Jones

Supporting Documentation Included:
1. Foundation Articles of Incorporation
2. Foundation By-laws

Facilitators/Presenters: Ava Parker

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AMENDED AND RESTATED

ARTICLES OF INCORPORATION

OF

FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
(formerly known as FLORIDA BOARD OF REGENTS FOUNDATION, INC.)
A FLORIDA CORPORATION NOT FOR PROFIT

These Amended and Restated Articles of Incorporation, which did not require member approval pursuant to Article IX of the Corporation's original Articles of Incorporation and Florida law, were approved by a majority of the Board of Directors on April 30, 2003.

ARTICLE I

NAME AND ADDRESS

The name of this Corporation shall be: **FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.** The principal office of the Corporation is located at 325 West Gaines Street, Tallahassee, Florida 32399, and the mailing address is 325 West Gaines Street, Tallahassee, Florida 32399.

ARTICLE II

CORPORATE EXISTENCE

The Corporation shall have perpetual existence.

ARTICLE III

CORPORATE PURPOSES

The Corporation shall be a nonprofit, nonsectarian organization formed and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, which purposes shall be to encourage, solicit, receive and administer gifts

and bequests of property and funds for scientific, educational and charitable purposes, all for the advancement of the State University System of Florida and its objectives; and to that end to take and hold, for any of said purposes, funds and property of all kinds, subject only to any limitations or conditions imposed by law or in the instrument under which received; to buy, sell, lease, convey and dispose of any such property and to invest and reinvest any proceeds and other funds, and to deal with and expend the principal and income for any of said purposes; and, in general, to exercise any, and all powers which a corporation not for profit organized under the laws of Florida for the foregoing purposes can be authorized to exercise. The Corporation shall not carry on any activities not permitted to be carried on by a corporation exempt from federal income tax pursuant to Section 501(c)(3) of the Internal Revenue Code and to which deductible contributions may be made under Sections 170, 2055, or 2522 of the Internal Revenue Code, as applicable. No part of the assets or the net earnings of the Corporation shall inure to the benefit of any officer, director, member, or any other person. No substantial part of the activities of the Corporation shall be dedicated to attempting to influence legislation by propaganda or otherwise. The Corporation shall not participate or intervene in any political campaign on behalf of any candidate for public office.

During any period that the Corporation may be found to be a private foundation, as defined by Section 509(a) of the Internal Revenue Code, the Corporation shall: (1) distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942(a); (2) not engage or be involved in any act of self-dealing, as defined in Section 4941(d), so as to give rise to any liability for the tax imposed by Section 4941(a); (3) not retain any excess business holdings as defined in Section 4943(c), so as to give rise to any liability for the tax imposed by Section 4943(a); (4) not make any investments which

would jeopardize the carrying out of any of its exempt purposes, within the meaning of Section 4944, so as to give rise to any liability for the tax imposed by Section 4944(a); and (5) not make any taxable expenditures, as defined in Section 4945(d), so as to give rise to any liability imposed by Section 4945(a). Unless otherwise indicated, as used in this Article III and hereinafter, all section references are to the Internal Revenue Code of 1986, as amended, including any corresponding provisions of any subsequently enacted federal tax laws.

ARTICLE IV

CORPORATE POWERS

The Corporation shall have and exercise all powers accorded corporations not for profit under the laws of the State of Florida which are not in conflict with the Corporation's exempt purposes as provided in Article III above.

ARTICLE V

CAPITAL STOCK

The Corporation shall not have capital stock.

ARTICLE VI

MEMBERS

The Corporation shall have no voting members. The Board of Directors may authorize the establishment of nonvoting membership from time to time. The designation of one or more classes of membership, the qualifications and rights of the members of each class, and the manner of their admission to membership shall be regulated by the Bylaws of the Corporation.

ARTICLE VII

BOARD OF DIRECTORS

The powers of the Corporation shall be exercised by or under the authority of, and the affairs of the Corporation shall be managed under the direction of, a Board of Directors, the number of which may be either increased or decreased from time to time as regulated by the Bylaws but shall consist of not fewer than nine. The manner and method of election of the Board of Directors shall be as stated in the Bylaws of the Corporation. Where not inconsistent with Chapter 617, Florida Statutes, and the express provisions of these Articles of Incorporation, the Board of Directors shall have all the rights, powers, and privileges prescribed by law of directors of corporations for profit.

The Board of Directors of the Corporation shall consist of the seventeen (17) members of the Florida Board of Governors, as set forth below, who shall hold office for such terms as provided in the Bylaws of the Corporation and until their successors have been elected and qualified or until their earlier resignation, removal from office, inability to act, or death:

Director	Address
Pamela "Pam" Bilbrey	325 West Gaines Street Tallahassee, FL 32399
Dr. Castell V. Bryant	325 West Gaines Street Tallahassee, FL 32399
John Dasburg	325 West Gaines Street Tallahassee, Florida 32399
Miguel De Grandy	325 West Gaines Street Tallahassee, Florida 32399
Rolland Heiser	325 West Gaines Street Tallahassee, Florida 32399
Gerri Moll	325 West Gaines Street Tallahassee, Florida 32399

Joan Wellhouse Newton	325 West Gaines Street Tallahassee, Florida 32399
Ava L. Parker	325 West Gaines Street Tallahassee, Florida 32399
Thomas F. Petway, III Chairman	325 West Gaines Street Tallahassee, Florida 32399
Carolyn K. Roberts Vice Chairman	325 West Gaines Street Tallahassee, Florida 32399
Chris Sullivan	325 West Gaines Street Tallahassee, Florida 32399
John W. Temple	325 West Gaines Street Tallahassee, Florida 32399
Steven Uhlfelder	325 West Gaines Street Tallahassee, Florida 32399
Zachariah P. Zachariah	325 West Gaines Street Tallahassee, Florida 32399
Jim Horne	325 West Gaines Street Tallahassee, Florida 32399
Dr. Richard W. Briggs	325 West Gaines Street Tallahassee, Florida 32399
Pablo E. Paez	325 West Gaines Street Tallahassee, Florida 32399

ARTICLE VIII

AMENDMENTS

These Articles of Incorporation may be amended by the affirmative vote of at least three-fifths of the members of the Board of Directors present at any regular or special meeting provided proper notice of the changes to be made has been given and a quorum is present, or without a meeting if a consent in writing, signed by the number of Directors whose votes would be necessary to authorize such amendment at a meeting, is filed in the minutes of the Corporation. Within ten days after obtaining such authorization by written consent, notice summarizing the action shall be given to those Directors who have not consented in writing.

ARTICLE IX

DISSOLUTION

Upon dissolution, all of the Corporation's assets remaining after payment of all costs and expenses of such dissolution shall be distributed to the Florida Board of Governors or its successor in interest, to be used exclusively for the purposes set forth in Article III above. None of the assets shall be distributed to any officer, director, or member of the Corporation, or any other person or organization not described in the preceding sentence.

ARTICLE X

REGISTERED OFFICE AND REGISTERED AGENT

The street address of the Registered Office of the Corporation is 325 West Gaines Street, Tallahassee, Florida 32399, and the name of the Registered Agent at such address is **THOMAS F. PETWAY, III.**

IN WITNESS WHEREOF, I have executed these Articles of Incorporation of **FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.,** on this 30th day of April, 2003.

THOMAS F. PETWAY, III
Chairman

STATE OF FLORIDA
COUNTY OF LEON

The foregoing instrument was acknowledged before me this ___day of _____, 2003, by **THOMAS F. PETWAY, III,** as Chairman of **FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.**, a Florida corporation not-for-profit, ( )who is personally known to me, or ( )who has produced _____ [type of identification] as identification.

_____
Signature of Notary Public
Notary Stamp/Seal:

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Florida Board of Governors Foundation, Inc.
By-Laws

Location of Offices

The principal office of the Board of Governors Foundation, Inc. shall be maintained in Tallahassee, Florida.

Annual Meeting

The annual meeting of the active members of this Corporation shall be held on the call of the Chairperson.

This meeting shall be presided over by the Chairperson of the Directors, and in case of the absence of the Chairperson by the Vice-chair of the Board of Directors.

The principal item of business at this meeting shall be the election of the officers of the Corporation and the adoption of the annual budget.

Following the election of officers and the adoption of the budget, other business as may come before the body may be transacted.

At the meeting, a majority of the active members shall constitute a quorum and a majority of those present may transact any business before the body.

Qualifications for Membership

The members of the Florida Board of Governors shall be members of the Foundation Board. In addition, other persons shall be eligible for active membership in this corporation who have been duly elected by a majority of all the members of the Corporation at any annual or special meeting of the members.

Board of Directors

The duties of the Board of Directors shall be as follows:

1. To discharge faithfully all the duties imposed upon it by the Charter of this Corporation and to see that all other provision of said charter are properly executed.
2. To meet upon the call of (1) the Chairperson of the Board, or (2) any three members of the Board.
3. To select a bank or banks or other depositories for the deposit of the funds and securities in the banks or other depositories designated, and to cause said bank or banks or other depositories to pay out said funds and deliver said securities only upon checks, vouchers, or other orders signed either by the Chairperson, the Treasurer, Vice-Chair or the Secretary of this Corporation.
4. If specifically approved by the Board, require the Treasurer and such other persons as receive, collect, or otherwise handle funds of this Corporation a good

and sufficient bond for the faithful performance of their duties in connection therewith.

5. To cause an audit of the books of the Treasurer to be made as soon as practicable after the close of the fiscal year of the Corporation and to have it reported to the Chairperson of this Corporation at once and to the Board of Directors at their next meeting thereafter; provided that in case of vacancy in the office of the Treasurer, such audit shall be made and reported immediately.
6. To appoint and employ such individuals as may be necessary to carry on the activities of this Foundation.

Duties of Officers

Chairperson – The duties of the Chairperson shall be as follows:

1. To preside at all meetings of the Board of Directors.
2. To join with the Secretary in signing the name of this Corporation to all papers, documents and writings requiring the signature of this Corporation, except as herein otherwise provided.
3. To see that the orders of the Board of Directors are carried out promptly or to advise said Board if its orders are not carried out.
4. To hold office until a successor is appointed and enters upon the discharge of the duties of the office.

Vice-Chairperson – The duties of the Vice-Chair shall be as follows:

1. To perform the duties of the Chair during the absence or incapacity of that officer.
2. To hold office until a successor is appointed and enters upon the discharge of the duties of the office.

Secretary – The duties of the Secretary shall be as follows:

1. To attend meetings of the Corporation and all meeting of the Board of Directors.
2. To keep accurate minutes of the proceedings of all afore-said meetings and preserve same in a book of such nature as to serve as a permanent record.
3. To keep on record a copy of the Charter of this Corporation and a copy of the By-Laws.
4. To join with the Chair in signing the name of this Corporation to all papers, documents and writing requiring the signature of this Corporation, except as herein otherwise provided.
5. To keep the seal of this Corporation and affix same to such official documents, records and papers as may be required.
6. To carry on such of the general correspondence of this Corporation as may be assigned by the Chairman of the Board of Directors.
7. To keep an accurate list of all active, associate, sustaining and honorary members of this Corporation.
8. To hold office a successor is appointed and enters upon the discharge of the duties of the office.
9. To present written reports as necessary.

Treasurer – The duties of the Treasurer shall be as follows:

1. To receive and have the care and custody of all the funds and securities of this Corporation and to deposit same in the name of this Corporation and to deposit same in the name of this Corporation in such bank, or banks, or other depositories as may be selected by the Board of Directors.
2. To sign all checks, vouchers, or other orders drawn upon the bank or banks or other depositories in which the funds and securities of this Corporation are deposited, except that other officers as specified elsewhere in these by-laws may sign such checks, vouchers or other orders in the stead of the Treasurer.
3. If specifically required by the Board, give such bond for the faithful performance of the duties of the office may require.
4. To account to the successor in office for all funds and securities which were listed on the books at the time of the last audit and all funds and securities which have come to the Treasurer since the last audit of the books of the office and deliver over to the successor such funds and securities which remain on hand upon the appointment and qualification of said successor.

Compensation of Officials

The directors and officers of this Corporation shall not receive any compensation from this Corporation for their services as director or officer; provided, however, that they may, upon order by the Board of Directors, be reimbursed from the funds of the Corporation for any traveling expenses or other expenditures incurred by them in the proper performance of their duties.

Filling Vacancies

Whenever a vacancy occurs in any office or on the Board of Directors of this Corporation, it shall be filled by appointment made by the Chairperson of the Board of Directors immediately upon notice of such vacancy.

The newly appointed member or officer shall act during the remainder of the unexpired term of the predecessor.

Seal

The seal of this Corporation shall be in the form of a circle and shall bear, among other things, the name of the Corporation and the date of its incorporation.

Amending By-Laws

These By-Laws may be amended only at a regular or special meeting for this purpose, written notice shall be given to each active member of this Corporation at least five days before the date set for the meeting, and such notice shall indicate the provision sought to be amended and the nature of the amendment proposed to be adopted.

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STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
November 10, 2011

SUBJECT: 2012 Operating Budget

PROPOSED FOUNDATION ACTION

Approve the 2012 operating budget for the Board Foundation.

AUTHORITY FOR BOARD OF GOVERNORS FOUNDATION, INC. ACTION

Florida Board of Governors Foundation, Inc. by-laws

BACKGROUND INFORMATION

The Foundation operates on a calendar year basis pursuant to an approved operating budget. The approval of an impending year's proposed budget takes place at the last meeting of the current calendar year. The proposed budget represents a continuation of educational initiatives and activities of the Foundation.

During the 2011 year the Foundation has been very active in supporting activities of the Chancellor and the Board and most notably providing funds to the universities in support of student scholarships.

In December 2006 the Board received a generous donation from the Helios Foundation. The investment earnings from this endowment support first generation scholarships. During this year the Board's Foundation distributed $123,700 in investment earnings to the university foundations to support first generation students. In addition, the Foundation managed and will distribute approximately $500,000 in Theodore and Vivian Johnson Scholarships which support disabled students attending a state university and have a demonstrated financial need.

The 2011 amended budget adopted by the Foundation is on track. For revenues, the state was unable to match the Johnson Foundation gift as outlined in statute. Expenditures will be approximately five percent more than anticipated primarily because of additional scholarship funds awarded. A copy of the 2011 budget and year-to-date and estimated annual expenditures is attached.

The 2012 budget proposed is consistent with previous year's budgets. Given the state's revenue picture, it is doubtful they will be able to match the Johnson Foundation's annual gift, thus the revenue is not being included in the budget. Expenditures are expected to be approximately the same.

Attached is the Foundation's 2010 audited financial statement indicating compliance with generally accepted accounting procedures.

Supporting Documentation Included:	1. 2011 Operating Budget and Year-to-Date Expenditures 2. Proposed 2012 Operating Budget 3. 2010 Audited Financial Statement
Facilitators/Presenters:	Ava Parker

Florida Board of Governors Foundation, Inc.
2011 Operating Budget
as of September 30, 2011 and 2011 Estimated

	Budget Adopted for 2011*						
	General Account	**Theodore & Vivian Johnson Grant Account**	**Helios First Generation Account**	**Total All Accounts**	**Actual Revenues / Expenditures as of 9/30**	**Estimated Revenues / Expenditures 1/1 thru 12/31**	**Over (Under) Budget**
REVENUES							
Johnson Donation	$0	$500,000	$0	$500,000	$540,000	$540,000	$40,000
Contributions	$250,000	$0	$0	$250,000	$17,824	$275,000	$25,000
Other				$0	$210	$0	$0
Interest Earned	$4,300	$3,000	$103,000	$110,300	$96,045	$118,028	$7,728
Total Revenues	$254,300	$503,000	$103,000	$860,300	$654,079	$933,028	$72,728
EXPENSES							
Administration	$4,800	$0	$0	$4,800	$4,516	$4,796	($4)
Emoluments	$252,500	$0	$0	$252,500	$253,487	$253,487	$987
Scholarships/Awards	$0	$500,000	$103,000	$603,000	$404,275	$654,240	$51,240
Meetings	$10,000	$0	$0	$10,000	$2,074	$3,500	($6,500)
Miscellaneous	$4,000	$0	$0	$4,000	$2,029	$2,300	($1,700)
							$0
Total Expenses	$271,300	$500,000	$103,000	$874,300	$666,381	$918,323	$44,023
Net Increase/(Decrease)	($17,000)	$3,000	$0	($14,000)	($12,302)	$14,705	
Fund Balance, Beginning	$503,000	$149,000	$5,049,000	$5,701,000	$5,749,362	$5,749,362	
Fund Balance, Ending	$486,000	$152,000	$5,049,000	$5,687,000	$5,737,060	$5,764,067	

*as amended on June 22, 2011

Florida Board of Governors Foundation, Inc.
2012 Operating Budget
November 10, 2011

	General Account	Theodore & Vivian Johnson Grant Account	Helios First Generation Account	Total All Accounts
REVENUES				
Johnson Donation	$0	$500,000	$0	$500,000
Johnson Donation State Match	$0	$0	$0	$0
Contributions	$275,000	$0	$0	$275,000
Interest Earned	$4,600	$4,300	$106,000	$114,900
Total Revenues	$279,600	$504,300	$106,000	$889,900
EXPENSES				
Administration	$4,800	$0	$0	$4,800
Emoluments	$265,000	$0	$0	$265,000
Scholarships/Awards	$0	$500,000	$106,000	$606,000
Meetings	$10,000	$0	$0	$10,000
Miscellaneous	$4,000	$0	$0	$4,000
Total Expenses	$283,800	$500,000	$106,000	$889,800
Net Increase/(Decrease)	($4,200)	$4,300	$0	$100
Fund Balance, Beginning	$557,815	$111,000	$5,044,327	$5,713,142
Fund Balance, Ending	$553,615	$115,300	$5,044,327	$5,713,242

FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
TALLAHASSEE, FLORIDA

FINANCIAL STATEMENTS

FOR THE YEAR ENDED DECEMBER 31, 2010

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FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
Tallahassee, Florida

CONTENTS

Kaye Kendrick Enterprises, LLC

1606 N. Meridian Road
Tallahassee, Florida 32308
Phone (850) 509-5927
Fax (850) 412-0326

Independent Auditors' Report

The Board of Directors
Florida Board of Governors Foundation, Inc.
Tallahassee, Florida

We have audited the accompanying statement of financial position of the Florida Board of Governors Foundation, Inc., (a nonprofit organization) as of December 31, 2010, and the related statement of activities and cash flows for the year then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Florida Board of Governors Foundation, Inc., as of December 31, 2010, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated June 13, 2011, on our consideration of Florida Board of Governors Foundation, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Kaye Kendrick, CPA

Kaye Kendrick Enterprises, LLC
Tallahassee, Florida
June 13, 2011

Members
American Institute of Certified Public Accountants
Florida Institute of Certified Public Accountants

FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
STATEMENT OF FINANCIAL POSITION
DECEMBER 31, 2010

ASSETS

Current Assets	
Cash in Banks	$ 370,272
Investments	5,652,364
Accrued Interest Receivable	4,902
Total Current Assets	6,027,538
Total Assets	$ 6,027,538

LIABILITIES AND NET ASSETS

Liabilities	
Current Liabilities - Accounts Payable	$ 273,275
Net Assets	
Unrestricted	521,518
Temporarily Restricted	5,232,745
Total Net Assets	5,754,263
Total Liabilities and Net Assets	$ 6,027,538

The accompanying notes are an integral part of these financial statements.

FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED DECEMBER 31, 2010

Unrestricted Net Assets	
Revenue and Support	
Contributions	$ 232,177
Interest Income	8,041
State of Florida - Unclaimed Property	36,890
Total Unrestricted Revenue and Support	277,108
Net Assets Released From Restrictions	
Satisfaction of Program Activities	671,349
Total Net Assets Released from Restrictions	671,349
Total Unrestricted Revenue and Support	948,457
Expenses	
Administrative	5,081
Conferences and Meetings	3,928
Miscellaneous	3,498
Grants/Scholarships	671,349
Legal Fees	15,821
Supplemental Chancellor Payments	240,780
Total Expenses	940,457
(Increase) Decrease in Unrestricted Net Assets	8,000
Temporarily Restricted Net Assets	
Contributions	500,000
Return of Scholarship Funds	85,935
Interest Income	128,588
Net Assets Released From Restrictions	(671,349)
(Increase) Decrease in Temporarily Restricted Net Assets	43,174
(Increase) Decrease in Net Assets	51,174
Net Assets at Beginning of Year	5,703,089
Net Assets at End of Year	$ 5,754,263

The accompanying notes are an integral part of these financial statements.

FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED DECEMBER 31, 2010

Cash Flows From Operating Activities	
(Increase) Decrease in Net Assets	$ 51,174
Adjustments to Reconcile Changes in Net Assets to Net Cash Provided by Operating Activities:	
(Increase) Decrease in:	
Investments	(147,697)
Accrued Interest Receivable	4,452
Other Receivables	63,515
Increase (Decrease) in:	
Accounts Payable	270,335
Net Cash Provided (Used) by Operating Activities	241,779
Net (Increase) Decrease in Cash	241,779
Cash at Beginning of Year	128,493
Cash at End of Year	$ 370,272

The accompanying notes are an integral part of these financial statements.

FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED DECEMBER 31, 2010

NOTE A - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accounting and reporting policies of the Florida Board of Governors Foundation, Inc., (the Foundation), conform to generally accepted accounting principles. The following is a description of the more significant policies:

(1) Accrual Basis - The financial statements of the Foundation are prepared on the accrual basis of accounting.

(a) Basis of Presentation - In 1995, the Foundation adopted Statement of Financial Accounting Standards No. 116, "Accounting for Contributions Received and Contributions Made" (SFAS 116). In accordance with the new standard, prospective application of the recognition of restrictions is reflected in the financial statements. Other provisions of SFAS No. 116 whose effect on 1994 financial statements is immaterial have been applied retroactively.

In 1995, the Foundation also adopted Statement of Financial Accounting Standards No. 117, "Financial Statements for Not-For-Profit Organizations." The provisions of the new standard have been applied to the periods presented.

Under these provisions, net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the Foundation and changes therein are classified and reported as follows:

Unrestricted Net Assets - Net assets that are not subject to donor-imposed stipulations.

Temporarily Restricted Net Assets - Net assets subject to donor-imposed stipulations that may or will be met either by actions of the Foundation and/or the passage of time.

(2) Organization and Tax Exempt Status - The Foundation was established September 23, 1969, to receive donations for educational purposes which would be used for the advancement of the State University System of Florida and its objectives.

Management Estimates - The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

The Foundation is a nonprofit corporation under Internal Revenue Code Section 501(c)(3) and is exempt from Federal and state income taxes.

(3) Fund Accounting - To ensure observance of limitations and restrictions placed on the use of resources available to the Foundation, the accounts of the Foundation are maintained in accordance with the principles of fund accounting. Resources are classified for accounting purposes in

accordance with activities and objectives as specified by donors; or regulations, restrictions or limitations imposed by external authorities; or, according to directions issued by the Foundation board of directors.

(4) Gift Accounting - The Foundation reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

(5) University Contributions Support - The Foundation derives support from two types of University Contributions as follows: (a) General Contributions and (b) Special Contributions. General and special Contributions are made and recognized on a calendar year basis.

(6) Cash and Cash Equivalents – For the purposes of the Statement of Cash Flows, the Foundation considers demand accounts originally purchased with a maturity of three months or less, to be cash equivalents.

NOTE B - INVESTMENTS

All investments are on account with the Office of the Treasurer of the State of Florida Community of Public Investments. The investments held by the State Treasurer's office on behalf of the Foundation have been made in accordance with state statutes. The Treasury Investment Pool is rated by Standard and Poors. The rating on December 31, 2010, was Af. The effective duration of the Treasury Investment Pool on December 31, 2010 was 1.81 years. The Fair Value Factor on December 31, 2010 was 1.0097. The disclosures for the Treasury Investment Pool are made in Note 2 to *The Florida Comprehensive Annual Report*. Interest income is reflected in the financial statements net of fees of $6,784 for the year ending December 31, 2010.

NOTE C - TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets are available for the following purposes:

Helio's Education Foundation First Generation Scholars Program to provide scholarships for first generation students at universities in Florida's State University System	$ 5,077,199
Johnson Scholarship Foundation grants and scholarships for equipment and assisted services to students with disabilities annual awards	155,546
Total – Temporarily Restricted Net Assets	$ 5,232,745

NOTE D - NET ASSETS RELEASED FROM RESTRICTIONS

Net Assets were released from donor restrictions by incurring expenses satisfying the restricted purposes or by occurrence of other events specified by the donor.

Satisfaction of program activities are as follows:

Helios Education First Generation Scholars Program	$ 125,001
Theodore R. and Vivian M. Johnson Grant and Scholarship Fund	460,413
Total – Net Assets Released from Restrictions	$ 585,414

NOTE E - NAME CHANGE

The Foundation is a support organization that was created by the Board of Regents in September 1969 under Chapter 617, F. S., as a Not for Profit Corporation. Section 1001.01, Florida Statutes abolishes the Florida Board of Regents. On November 5, 2002, the voters of the State of Florida passed Amendment 11 to Article IX, Section 7 of the Florida Constitution creating the Board of Governors. The Florida Board of Governors is now the successor organization to the Board of Regents for purposes of the Foundation. The Florida Board of Governors amended the Articles of Incorporation and By-laws to elect a new Board and change the name of the Foundation at their meeting on April 30, 2007. The purpose of the Foundation has essentially and effectively remained the same.

NOTE F – CONCENTRATION OF CREDIT RISK

The Foundation maintains its cash in bank deposit accounts. The amounts on deposit as of December 31, 2010, are in excess of federal depository insurance limits by $120,211. The Foundation has not experienced any losses in such accounts.

NOTE G – RELATED PARTY TRANSACTIONS

The persons serving on the Foundation Board of Governors are the same persons that serve on the State University System Florida Board of Governors. In 2010, Foundation provided financial assistance to the State University System Florida Board of Governors for legal fees incurred by the State University System Florida Board of Governors, in the amount of $15,821.

NOTE H – EVALUATION OF SUBSEQUENT EVENTS

The Foundation has evaluated subsequent events through June 13, 2011, the date the financial statements were available to be issued.

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

The Board of Directors
Florida Board of Governors Foundation, Inc.
Tallahassee, Florida

We have audited the financial statements of the Florida Board of Governors Foundation, Inc. (the Foundation) for the year ended December 31, 2010, and have issued our report thereon, dated June 13, 2011. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in the *Government Auditing Standards* issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the Foundation's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Foundaiton's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Foundation's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the Foundation's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles, such that there is more than a remote likelihood that a misstatement of the Foundation's financial statements that is more than inconsequential will not be prevented or detected by the Foundation's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the Foundation's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Foundation's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However,

providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of Florida Board of Governors Foundation, Inc. in a separate letter dated June 13, 2011.

This report is intended solely for the use and information of the Board of Directors and management of Florida Board of Governors Foundation, Inc. and should not be used for any other purpose. However, this report is a matter of public record and its distribution is not limited.

Kaye Kendrick, CPA

Kaye Kendrick Enterprises, LLC
Tallahassee, Florida
June 13, 2011

INDEPENDENT AUDITORS' MANAGEMENT LETTER

The Board of Directors
Florida Board of Governors Foundation, Inc.
Tallahassee, Florida

In planning and performing our audit of the financial statements of Florida Board of Governors Foundation, Inc., for the year ended December 31, 2010, we considered its internal control to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on internal control. Our consideration of internal control would not necessarily disclose all matters in internal control that might be material weaknesses under standards established by the American Institute of Certified Public Accountants. A material weakness is a condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that errors or irregularities in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. However, we noted no matters involving internal control and its operations that we consider to be material weaknesses as defined above.

This report is intended solely for the information and use of the board of directors and management. However, this report is a matter of public record and its distribution is not limited.

We noted the following situation in which an internal control improvement could be made:

Processing of Check Issuance
The Foundation requires two signatures on checks written. Currently, one signatory is located in Tallahassee and the other signatory is in Miami. As of December 31, 2010, checks written in mid-December in the amount of $273,275 had yet to be signed by the second signatory, and mailed. This long distance transmittal process increases the risk of misappropriation or loss, and the incurrence of late fees. We recommend the designated signatory be local or as an alternative to the second check signer policy, processes for authorizing a purchase requisition could be instituted.

Kaye Kendrick CPA

Kaye Kendrick Enterprises, LLC
Tallahassee, Florida
June 13, 2011