

USF Board of Trustees

Thursday, June 8, 2017

Marshall Student Center Ballroom

9:30 am – 12:30 p.m.

AGENDA

I. Call to Order and Comments

Chair Brian Lamb (via phone)

& VC Jordan Zimmerman

II. New Business - Action Items (Minutes & Consent)

a. FL 101 – Approval of March 9 Minutes

Chair Brian Lamb (via phone)

& VC Jordan Zimmerman

b. Consent Agenda (FL 102 – FL 119)

Chair Brian Lamb (via phone) & VC Jordan Zimmerman

(BOT committee representatives may address approved items listed below. UFF representative may address any item that relates to terms and conditions of in-unit faculty employment.)

Board members should notify the Assistant Corporate Secretary of any items they wish to be pulled from the Consent Agenda 48 hours prior to the meeting. Items pulled will be discussed and voted on separately after the remainder of the consent agenda is approved.

Academic and Campus Environment Committee Approved Items

FL 102 – Approval of Faculty Nominations for Tenure, USF Tampa

FL 103 - Approval of Tenure as a Condition of Employment, USF Tampa

FL 104 - Approval of Faculty Nominations for Tenure, USF St. Petersburg

FL 105 – Approval of Tenure as a Condition of Employment, USF St. Petersburg

FL 106 – Approval of Faculty Nominations for Tenure, USF Sarasota-Manatee

FL 107 – Approval of Proposed Amendment to USF Regulation 10.203: Benefits & Hours of Work FL 108 – Approval of Proposed New USF Regulation 3.038: Academic Curricular Offerings

FL 109 – Approval of Proposed Amendment to USF Regulation 6.028: Student Government Associations

FL 110 – Approval of Educational Plant Survey

FL 111 – Approval of Proposed Amendments to Campus Master Plans (USF Tampa & USF St. Petersburg)

FL 112 – Approval of Termination of M.A. in Journalism

Audit and Compliance Committee Approved Items

FL 113 – Approval of Audit & Compliance Committee Charter

FL 114 – Approval of USF System Compliance & Ethics Program Plan

Finance Committee Approved Items

FL 115 – Approval of 2017-18 Continuation Operating Budget

FL 116 – Approval of 2017-18 Preliminary Fixed Capital

FL 117 – Approval of USF System Five-Year Capital Improvement Plan

FL 118 – Approval of DSO 2017-18 Annual Financial Plans

FL 119 – Approval of Student Green Energy Fee (USF Tampa & USF St. Petersburg)

c. New Business – Action Items (FL 120-FL 123)

FL 120 – Approval of 2017-2018 SUS Work Plans

USF St. Petersburg
 Reg. Chancellor Sophia Wisniewska
 & VRC Martin Tadlock
 USF Sarasota-Manatee
 Interim Reg. Chancellor Terry Osborn
 Provost Ralph Wilcox
 Provost Ralph Wilcox

FL 121 – Approval of USF System Strategic Plan

eement with GAU Vice Provost Kofi Glover

Sr. Vice President Ed Funai

FL 122 – Approval of the 2017-2020 Agreement with GAU

FL 123 – Approval of Naming Projects (14)

President Genshaft

USF Tampa/USF Health

- a. John S. Curran, M.D. Children's Health Center
- **b.** The Florida Blue Health Knowledge Exchange within the Morsani College of Medicine Downtown facility
- c. Carmalis Family Exam Room in the USF/Byrd Alzheimer Center
- d. Richard & Lisa Yost Tutor Room in the Athletic Academic Enrichment Center
- e. Jennifer & Mark Van Dame Tutor Room in the Athletic Academic Enrichment Center
- f. Ernie & Alisa Kretzmer Studio at WUSF Radio Station

USF St. Petersburg

- g. Harvard Jolly, Inc. Walkover Bridge in Lynn Pippenger Hall
- h. Bomstein Family/Creative Contractors Walkover Bridge in Lynn Pippenger Hall
- i. Al & Sandee Steinberg Small Business Development Conference Room in Lynn Pippenger Hall
- j. Dr. Gus A. Stavros Dean's Boardroom in Lynn Pippenger Hall
- k. Bull Market Café Sponsored by Smith & Associates Real Estate in Lynn Pippenger Hall
- **1.** Alfred T. May Undergraduate Studies Reception Area in Lynn Pippenger Hall
- m. Judy & Jeff Mitchell Faculty Office in Lynn Pippenger Hall
- n. David & Nancy Ridenour Faculty Office in Lynn Pippenger Hall

III. BOT Roundtable Discussion

Chair Brian Lamb (via phone) & VC Jordan Zimmerman

IV. Adjournment

Chair Brian Lamb (via phone) & VC Jordan Zimmerman

Unofficial Minutes USF Board of Trustees Regular Meeting Marshall Student Center Thursday, March 9, 2017

Chair Brian Lamb convened the regular meeting of the USF Board of Trustees at 9:30 a.m. The Chair welcomed everyone to the meeting.

Chair Lamb made a few brief comments.

- Next week is Spring Break.
- The Legislative Session has begun. A number of trustees and USF leadership will travel to and from Tallahassee during the session. He encouraged trustees to let Dr. Visot know if traveling to Tallahassee if you are available to visit with legislators. She would let Mark Walsh know so that he could coordinate such visits.
- Chair Lamb recognized President Judy Genshaft on receiving the Donna Shavlik
 Award from American Council of Education. The Donna Shavlik Award honors an
 individual who demonstrates a sustained commitment to advancing women in higher
 education through leadership, career development, campus climate and mentoring.

President Judy Genshaft called roll with the follow Trustees present:

Trustee Mike Carrere

Trustee James Garey

Trustee Stephanie Goforth

Trustee Chris Griffin

Trustee Scott Hopes

Trustee Brian Lamb

Trustee Stan Levy – By Phone

Trustee Hal Mullis

Trustee John Ramil

Trustee Byron Shinn

Trustee James Stikeleather

Trustee Nancy Watkins

Trustee Jordan Zimmerman

Chair Lamb was pleased to announce that the USF Fulbright Program was ranked #1 in the country as top producer of scholars. On behalf of USF World, Dr. Kiki Caruson gave a power point presentation on the Fulbright program. There are 12 students who represent USF Tampa and one student who represents the USF St. Petersburg campus as well as numerous faculty.

Darlene Demarie, the Faculty Fulbright Adviser and two time Fulbright recipient, shared personal experiences while in South Africa, Dr. Nathan Fisk, an Assistant Professor in Social

Sciences shared his experience as a recipient in the area of Cyber Security in the UK and Dr. Christina Richards, an Assistant Professor in Integrative Biology, sent in a voice presentation from France of her experience as a Fulbright recipient. President Judy Genshaft provided insight on the competiveness and the selection process of the prestigious Fulbright Scholarship.

The Chair asked Provost Ralph Wilcox to provide an update of the 2016 achievement gap rankings at the University of South Florida. Provost Wilcox presented a report published by the Education Trust called *A Look at Black Student Success* which has USF ranked as #1 and nationally ranked #6 for eliminating the completion gap for both black and white undergraduate students.

New Business – Action Items (Minutes and Consent)

FL 101 – Approval of Minutes

After having an edit correction in the meeting minutes, Chair Brian Lamb asked for a motion to approve. It was seconded and the December 1, 2016 minutes were approved.

Consent Agenda (FL 102 – FL 112)

ACE Committee Approved Items

- FL 102 Approval of Tenure as a Condition of Employment, USF Tampa
- FL 103 Approval of Tenure as a Condition of Employment, USF St. Petersburg
- FL 104 Approval to Amend USF Regulation 3.029: Textbook & Instructional Materials Affordability
- FL 105 Approval of Proposed Degree Program Terminations USF, USFSP & USFS-M
- FL 106 Approval of New USF Regulation 6.0025: Veterans Students' Services And Awarding of Academic Credit
- FL 107 Approval of Compliance & Ethics Program Charter
- FL 108 Approval of the Revised Audit Program Charter
- **FL 109** Approval of the Adoption of USF System Regulation: Waste, Fraud, or Financial Mismanagement Prevention and Detection *Finance Committee Approved Items*
- FL 110 Approval of Amended Debt Management Policy
- **FL 111 –** Approval of Revised USF System Purchasing Regulations Strategic Initiatives Committee Approved Items
- FL 112 Approval of Amended UMSA/MSSC Articles of Incorporation & Bylaws Changes

Trustee Stan Levy reported on behalf of the ACE Committee that their items were discussed and supported by the committee and unanimously recommended a motion for approval by the Board.

Trustee Nancy Watkins reported on behalf of the Audit and Compliance Committee that their item was discussed and supported by the committee and recommends approval.

Chair Brian Lamb reported on behalf of the Finance Committee that their items were discussed and unanimously approved and recommends approval from the Board.

Trustee Hal Mullis reported on behalf of the Strategic Initiatives Committee that their items were thoroughly discussed and the committee recommends Board approval.

Chair Brian Lamb asked for a motion to approve the consent agenda, it was seconded and consent agenda items 102 - 112 were approved.

New Business Action Items

FL 113 – Approval of President's contract

Vice Chair Jordan Zimmerman reported on behalf of the Governance Committee. A packet of information that included details of the discussions held during the Governance Committee meeting held on November 17th and details of President Judy Genshaft's remarkable accomplishments and achievements were given to members of the Board of Trustees prior to today's meeting.

Vice Chair Zimmerman announced that the Governance Committee will make a recommendation today as it relates to the President's 2017 – 2018 contract. After careful examination and comparison of other SUS President's packets and after researching President Judy Genshaft's contract and its various components such as:

- -Base Salary
- -Deferred Compensation
- -Professional Development
- -Performance Stipend

On behalf of the Governance Committee, Vice Chair Jordan Zimmerman recommended approval for renewal of President Judy Genshaft's contract for 2017-2018. The contract is for one year as mandated by the Board of Governors.

A competitive compensation package which the Board felt was appropriate and well deserved due to the continued success of USF was offered to President Judy Genshaft, with a base salary of \$505,837 as well as a performance based compensation of \$300,000. President Judy Genshaft's new term will start July 1, 2017 ending on June 30, 2018.

Trustee James Garey commended the President on a successful 17 years with the hopes of many more years of her leadership at USF.

Vice Chair Zimmerman commented that succession is always planned because we never know what the future will hold. He said that we are very fortunate to have an outstanding president who continues to elevate the University of South Florida System. Vice Chair Zimmerman thanked President Judy Genshaft for her leadership.

Trustee Hal Mullis commented on the remarkable performance driving forward year after year over a period of 17 years, and that we are rewarding the accomplishments and performance made by President Judy Genshaft.

Chair Brian Lamb commented that there are not enough words to articulate the success and outstanding leadership that President Judy Genshaft has displayed. The Florida Board of Governors share the Boards enthusiasm in rewarding our President with a competitive contract.

Chair Brian Lamb asked for a motion to approve the President's contract and one year extension. The motion was moved and seconded. President Judy Genshaft's 2017-2018 contract was unanimously approved by all trustees present and on the telephone.

Trustee John Ramil said that having served on the Board during President Judy Genshaft's tenure at USF, she continues to both move the university forward and raise the bar. The Board members continue to be supportive.

President Judy Genshaft thanked the Board members and everyone for their continued support and reminded all that her tenure at the University of South Florida started with a year to year contract offered by the former Florida Board of Regents.

FL 114 – Acceptance of Performance Based Funding Data Integrity Audit & Approval of Data Integrity Certification.

Associate Director of USF Audit and Compliance Kate Head presented a power point presentation of the Performance Based Funding Data Integrity Audit. This is an annual audit that is required by the Florida Board of Governors. The primary objectives were based on:

- Scope and Objectives
- Areas of Change –Retention, Hours To Degree and Post-Doctoral Scholars
- Conclusion No High Risk Issues
- Recommendations and Resolutions

Chair Lamb asked for a motion to approve the Performance Based Funding Integrity Audit. It was seconded and unanimously approved by all present and on the telephone.

FL 115 – Approval of the 2015-2016 Accountability Reports

ACE Committee Chair Stan Levy reported that there were outstanding results and each of the institutions articulated well the next action steps to move forward.

Provost Ralph Wilcox reported on the USF System Accountability Report. The Trustee members were reminded that the full Accountability Reports are in their packets. The presentations will focus on ten performance based funding metrics.

USF Sarasota-Manatee Campus Accountability Report

Interim Regional Chancellor Terry Osborn covered USF Sarasota–Manatee institution's report. The power point highlighted items on the Dashboard:

- Head count Total up 7% Fall (2014 2015 change)
- Degree Programs Offered 26

- 2012 Carnegie Classification
- Degree Productivity & Program Efficiency There has been a decline.
- Graduation Rates & Academic Progress Rates There has been a decline.
- Percent Pell and Percent Bachelor's Degree Without Excess Hours
- Degrees Awarded in Programs of Strategic Emphasis There has been a decline. Graduate Degrees have increased.
- Post-Graduation Metrics There is an increase.
- Resources

Vice Chair Jordan Zimmerman expressed concerns about positioning and recruiting in the African American community at USFSM.

Chair Brian Lamb questioned the Accountability section of the Dashboard as it relates to Pell Grants.

Trustee Byron Shinn reported that there has been communication with senior leadership within the Sarasota and Manatee community for their input as well as to retain consultants. The USFSM campus will collaborate with the State College of Florida this spring.

Trustee Byron Shinn moved to accept the USF Sarasota Manatee Accountability Report as presented. It was seconded and unanimously approved by all present and on the telephone.

USF St. Petersburg Campus Accountability Report

On behalf of Dr. Sophia Wisniewska, Regional Vice Chancellor for Academic Affairs Martin Tadlock presented the USF St. Petersburg institution's plan. The power point highlighted the following items on the Dashboard:

- Head count -Continues to grow and is at 100%. There was a small reduction in the transfer numbers.
- Degree Productivity and Program Efficiency A new Master's Degree will be launched next fall which is expected to improve Master's Degree numbers.
 The Pell is expected to remain the same.
- Graduation Rates By Student Type and Academic Progress Rate
 This is a continued problem; the Strategic Enrollment Management team has identified performance based metric champions for each performance based metric; a retention specialist has been hired; College Scheduler was implemented this week; Appian Software will be implemented by next fall; predictive analytics for incoming students; and completion scholarships for students who are close to graduation and have run out of financial aid eligibility.
- Percent Pell & Bachelor's Degrees Without Excess Hours The Professional Advisory Center has been instrumental in helping improve time to completion for all students.
- Degrees Awarded in Programs of Strategic Emphasis—There is a master academic plan in collaboration with the System that will place new degrees, programs and majors requested at the USFSP campus.
- Post -Graduation Metrics Employment
- Resources –Actual Funding per FTE

Trustee Brian Lamb asked for a motion to approve the USF St. Petersburg Accountability Report. It was seconded and unanimously approved by all present and on the telephone.

USF Tampa 2015-16 Accountability Reports

Provost Ralph Wilcox presented a power point presentation on the USF Tampa Accountability Report. The power point highlighted the following Items:

- Dashboard –African American numbers have declined
- The student to faculty ratio is 24-1.
- Degree Productivity and Program Efficiency (Graduate and Undergraduate) Both trending in a positive direction.
- Graduation Rate by Student Type and Academic Progress Rate The USF System should be aiming toward a 90% retention rate.
- Percent Pell and Percent Bachelor's Degrees without Excess Hours- USF is in the top performers for undergraduate degrees without excess hours.
- Degrees Awarded In Programs of Strategic Emphasis USF leads the state.
- Post Graduation Metrics There are too many graduates earning low salaries.
- Resources Last year USF was just shy of \$14,000 per student. USF is 6th in the state for funding per FTE.
- Research and Commercialization Activity Research expenditures are thriving
- Preeminence In order to be designated, USF must achieve 11 of the 12 Metrics which is the goal for next year.

Chair Brian Lamb questioned plans relating to Degrees of Strategic Emphasis and lowering the student to faculty ratio.

Trustee Mike Carrere questioned the student to faculty ratio as it relates to AAU. Trustee Carrere commented on the quality and performance of the USF faculty members.

Trustee John Ramil had questions pertaining to the 20 -1 student to faculty ratio. Trustee Ramil suggested having a brief dialogue on the status of advancing the strategic goals with the tenured appointments in the future.

Provost Wilcox made comments on aggressive goals over the next five years to lower the student to faculty ratio and boosting the research profile.

Trustee Nancy Watkins commented on the student to faculty ratio and the band of 20 - 1.

Chair Brian Lamb would like to readdress this data in a future BOT meeting, giving more transparency on the market and data as it relates to our peers and benchmarking.

Chair Hal Mullis commented on the recently hired high caliber tenured professors.

President Judy Genshaft made comments about the need for performance funding, preeminence funding as well as continuing to enhance faculty salaries.

Trustee James Stikeleather suggested using spider charts for better comparisons.

Chair Brian Lamb asked for a motion to approve USF Tampa 2015-16 Accountability Report. It was seconded and unanimously approved by all present and on the telephone.

USF System 2015-2016 Performance- Based Funding

Provost Ralph Wilcox provided an update on the USF System Accountability Report. The Provost made a power point presentation which highlighted the following items:

USF System Performance Based Funding – Preliminary Projections for 2015-2016
 Accountability Reports Pending BOG Determination.

 There was a decline in the 6 year Graduation Rate for first time in college students.

Provost Wilcox estimated that the USF System will score 84 points out of a possible 100. This will represent an improvement over last year.

Trustee Scott Hopes had questions on Metric 4 and also wanted to know where USF stands as it relates to investing in mental health services and student counseling services. Trustee Hopes suggested this be addressed in a committee meeting and focus on resources that will assist in mental health and student counseling services. Chair Brian Lamb asked Trustee Stan Levy to address Trustee Scott Hopes' request at the next ACE meeting.

Chair Brian Lamb asked for a motion to approve the USF System 2015-2016 Performance Based Funding which was seconded and unanimously approved by those present and on the telephone.

Informational Items

A. USF System Updates

President Judy Genshaft provided an update on USF and the USF System:

- The legislative session started Tuesday. President Judy Genshaft has plans to travel to Tallahassee on March 28th as well as throughout the session and welcomes any Trustee who would like to join her.
- There is a team working diligently with consultants on the USF System Strategic Plan.
- March 29th and 30th the Board of Governors meeting is scheduled to be held at Florida A&M University.
- There was a first time visit from the site team of the honorary student organization Phi Beta Kappa. It is expected to take over a year before notification of being awarded a Chapter. The President thanked Trustee Hal Mullis who is a member of Phi Beta Kappa, Provost Ralph Wilcox and Deans Chuck Adams and Eric Eisenberg for their participation.

- President Genshaft along with members of her leadership team traveled to Ft. Lauderdale for an extraordinary visit to Trustee Jordan Zimmerman's advertising agency to learn more about proceeding in our branding and marketing.
- President Genshaft has accepted the resignation of USFSM Regional Chancellor Dr. Sandra Stone. Dr. Stone will return this fall as a teaching faculty member. Regional Vice Chancellor for Academic Affairs, Dr. Terry Osborn will serve as the Interim Regional Vice Chancellor. There are plans for a national search. Storbeck Consulting Firm has been retained. The College of Public Health Dean Dr. Donna Petersen will Chair the committee.
- There are new hires at each of the regional campuses. The USF Tampa Dean of Nursing search, the Patel College of Global Sustainability and the Undergraduate Studies Dean searches will end soon. A new search for a Dean of Education will soon take place.
- The construction for The Village is on time and on budget and will open this August. The Fit (Physical Recreational area) is expected to open this year as well. Other projects include The Morsani College of Medicine, the Heart Institute, The USF Health Wellness facility and the Tampa Library.

Trustee Scott Hopes questioned the timing of recruiting a new Regional Chancellor at USF Sarasota-Manatee while in the middle of the USF System Strategic Planning Process. Trustee Hopes suggested to delay the search until the Strategic Planning process is complete to better guide us on the type of candidate to select for USFSM. Both President Judy Genshaft and Chair Brian Lamb agreed to consider his request.

Trustee Byron Shinn commented on a void in communication and branding in the Sarasota and Manatee communities and that the community will need to be more involved in selecting the right type of candidate for the Regional Chancellor position of USFSM.

President Judy Genshaft will work with USFSM Campus Board Chair Byron Shinn on the process of how to proceed on the search for a new Regional Chancellor.

Trustee James Stikeleather commented on the USF System Strategic Plan and the unique individual plans that are set for each regional campus. Trustee Stikeleather also recommends the search for a new Regional Chancellor be delayed until the Strategic Plans have evolved. It was noted by President Genshaft and Trustee Shinn that USFSM has a recent plan which was approved last year by the Board and that institution is focused on those efforts, which will be helpful in the search.

B. Regional Chancellor Sophia Wisniewska provided an update on the USF St. Petersburg institution. Regional Chancellor Wisniewska announced that there was a grand opening for the Pippenger Hall in the Kate Tiedemann College of Business.

A power point presentation was presented which highlighted issues on:

• Student Access – Student Enrollment is stable and the academic profile continues to be very strong. The retention rate is on the right track.

- Academic Programs The Environmental Science and Policy Program is under review for elimination. Online enrollment is increasing. SACS 5th year review at USFSP.
- Research Funding Just over \$7 million in total research expenditures. The US Department of Agriculture will award a \$1.3 million grant to study climate change.
- Research Commercialization Two minority Post-Doctoral Fellows are expected on board by August 1, 2017.
- Fundraising During the last three year approximately \$22 million was raised. The goal this year is to raise \$3 million.
- Facilities USFSP is on track with the new residence halls and other projects.
- Leadership Talent Deborah Reed is the new Regional Vice Chancellor for Institutional Advancement for Development and Fundraising. The search for a new dean for the College of Education should be complete by this fall.
- General Priorities Preparation for SACS Accreditation Review. The USFSP Coed Sailing Team won the Kennedy Cup.

USFSP Campus Board Chair Stephanie Goforth commended Regional Chancellor Sophia Wisniewska and her team on their accomplishments and moving USF St. Petersburg in the right direction.

Trustee Stan Levy congratulated Regional Chancellor Wisniewska on successfully attacking challenging issues.

C. Interim Regional Chancellor Terry Osborn provided an update on the USF Sarasota- Manatee campus.

A power point presentation was presented which highlighted issues on:

- Student Access For new students approximately 83 below plan and for total students approximately 35 below plan. A consultant service has been retained.
- Student Success This is a work in progress. Will continue to refine.
- Academic Programs Reading Teacher Education Terminated. Recently had a successful SACS review. Online Enrollment FTE % is up 58.5%.
- Research Funding Is on track. USFSM has appointed a Faculty Research Coordinator and is in the process of finalizing a search for Unit Research Administrator.
- Fundraising As of now running below the plan of \$2,150,000
- Current ongoing Facility Projects The Student Commons Retrofit is completed.

Leadership Talent – A Director of Florida Center for Partnerships for Arts Integrative
Teaching was hired. Dr. Denise Davis- Cotton was hired as a Coordinator for the PAInt
Center.

The Business and Finance CFO Search is underway. Dr. Bonnie Jones is the chair. Dr. Ben Ellinor will retire in August 2017. The Advancement Search is ongoing.

• General – 90 day priority – Rowing Fundraising, Recruitment Strategies, Community Engagement and Marketing.

There is a Mental Health and Wellness Counselor on campus. USFSM has signed an affiliation Agreement with Housing. Internships have doubled. A pool of \$100,000 for Accounting Recruiting Scholarships has been created.

Trustee Byron Shinn commented that a search is underway at USFSM for a faculty member in Accounting.

Round Table Discussion

Trustee Nancy Watkins pointed out an issue with the Accountability Report page 5. Percentage increases are really Basis Point increases which is really 9.8 Basis Point. Trustee Watkins has requested that the administration confirm the information in this presentation. If it is not correct; changes are allowed to be made.

Chair Brian Lamb made an amended motion for the administration to make necessary changes to the Accountability Report if needed. It was seconded and approved.

Trustee Jim Garey commented on items that were discussed in the Senate Executive Council meeting. The Faculty Senate has concerns about a couple of legislative items such as having the ability to carry concealed fire arms on campus. The Senate is in the process of working on a Resolution. The other issue is allowing computer coding to substitute for foreign language.

Trustee Garey commented on his tour of the ISA Building with the Phi Beta Kappa site team. The site team was very impressed with the diversity at the USF Tampa campus.

Trustee Scott Hopes made comments on the legislative issue of carrying a concealed firearm on campus. The senator that will have to break the tie has plans to vote against it.

President Judy Genshaft announced that USF achieved this year's \$506 million research goal. Also a System wide Supplier Diversity Officer has been hired from the Governor's office in the state of Indiana.

Chair Brian Lamb congratulated President Judy Genshaft on the extended contract and everyone for attending today's meeting.

Having no further items Chair Brian Lamb	adjourned the USF Board of Trustees Meeting.
Chair Brian Lamb	Judy Genshaft, Corporate Secretary

Agenda Item: FL 102

USF Board of Trustees June 8, 2017

Issue: Faculty Nominations for Tenure

Proposed action: Approval of Faculty Nominations for Tenure, USF Tampa

Executive Summary:

Attached is the USF Tampa's list of faculty nominees for tenure for review and approval by the USF Board of Trustees. President Judy Genshaft has certified that the nominations for tenure have met the requirements and conditions contained in USF Regulations, Policies, and Procedures. She is satisfied that the nominees will make a significant professional contribution to USF and the academic community in general. If approved, tenure will be awarded effective August 7, 2017.

Financial Impact:

USF Tampa faculty granted tenure and promotion will receive a 9% salary increase and \$5000 to Associate Professor and \$7000 to Professor in special achievement. Faculty granted tenure only will not receive a monetary award.

Strategic Goal(s) Item Supports:

USF Strategic Plan 2013-2018, Goal II

Workgroup Review Date:

Academic and Campus Environment Work Group - May 18, 2017

Supporting Documentation Online (please circle): Yes No

Faculty Nominations for Tenure

USF System or Institution specific: USF Tampa

Prepared by: Dwayne Smith, Senior Vice Provost & Dean, Office of Graduate Studies,

813-974-2267



MEMORANDUM

DATE: June 8, 2017

TO: Brian Lamb, Chair

FROM: Judy Genshaft

President

SUBJECT: Faculty Nominations for Tenure, USF Tampa

I am requesting approval by the USF Board of Trustees of the enclosed Faculty Nominations for Tenure at USF Tampa. In nominating these faculty members for tenure, I certify that the requirements and conditions contained in USF Regulations, Policies, and Procedures for the granting of tenure have been met. I am satisfied that the nominees will make a significant professional contribution to USF Tampa and the academic community.

Enclosures

Faculty Nominations for Tenure, USF Tampa - 2016-17 Effective 2017-18 <u>USF Board of Trustees Meeting – June 8, 2017</u>

C-II	N	D 111 T	D // // C	Degree of
<u>College</u>	<u>Name</u>	Rank Upon Tenure	<u>Department/ School</u>	<u>Effort*</u>
Arts & Sciences	David Arbesú-Fernandez	Associate Professor	World Languages	1.0
Arts & Sciences	Keith Berry	Associate Professor	Communication	1.0
Arts & Sciences	Brant Burkhardt	Associate Professor	Cell Biology, Microbiology, and Molecular Biology	1.0
Arts & Sciences	Arthur Danielyan	Associate Professor	Mathematics & Statistics	1.0
Arts & Sciences	Elizabeth Hordge-Freeman	Associate Professor	Sociology	1.0
Arts & Sciences	Younghoon Kee	Associate Professor	Cell Biology, Microbiology, and Molecular Biology	1.0
Arts & Sciences	Seung-Yeop Lee	Associate Professor	Mathematics & Statistics	1.0
Arts & Sciences	Michael Morris	Associate Professor	Philosophy	1.0
Arts & Sciences	Jinfang Niu	Associate Professor	School of Information	1.0
Arts & Sciences	Joshua Rayman	Associate Professor	Philosophy	1.0
Arts & Sciences	Amy Rust	Associate Professor	Humanities & Cultural Studies	1.0
Arts & Sciences	Sameer Varma	Associate Professor	Cell Biology, Microbiology, and Molecular Biology	1.0
Arts & Sciences	Sandy Westerheide	Associate Professor	Cell Biology, Microbiology, and Molecular Biology	1.0
Behavioral & Community Sciences	Sarah Bloom	Associate Professor	Child and Family Studies	1.0
	Christina Dillahunt-Aspillaga	Associate Professor	Child and Family Studies	1.0
Behavioral & Community Sciences	Ráchael Powers	Associate Professor	Criminology	1.0
Behavioral & Community Sciences	Carla Stover	Associate Professor	Mental Health Law and Policy	1.0
Education	Sara Barnard Flory	Associate Professor	Teaching & Learning	1.0
Education	Jose Castillo	Associate Professor	Educational & Psychological Studies	1.0
Education	Jennifer Jacobs	Associate Professor	Teaching & Learning	1.0
Education	Eun Sook Kim	Associate Professor	Educational & Psychological Studies	1.0
Education	Eugenia Vomvoridi-Ivanović	Associate Professor	Teaching & Learning	1.0
Engineering	Qing Lu	Associate Professor	Civil and Environmental Engineering	1.0

Fii	71	A	Electrical Engineering	4.0
Engineering	Zhixin Miao	Associate Professor		1.0
Marine Science	Cameron Ainsworth	Associate Professor		1.0
Marine Science	Amelia Shevenell	Associate Professor		1.0
Marine Science	Christopher Stallings	Associate Professor		1.0
Muma College of Business	Jeannette Mena	Associate Professor	Marketing	1.0
Muma College of Business	Shivendu Shivendu	Associate Professor	Information Systems/ Decision Sciences	1.0
The Arts	Jennifer Bugos	Associate Professor	School of Music	1.0
The Arts	Levent Kara	Associate Professor	School of Architecture & Community Design	1.0
The Arts	Andee Scott	Associate Professor	School of Theatre and Dance	1.0
Medicine	David Kang	Professor	Molecular Medicine	1.0
Public Health	Henian Chen	Professor	Epidemiology & Biostatistics	1.0
Public Health	Jaime Corvin	Associate Professor	Global Health	1.0
Pharmacy	Daniel Lee	Associate Professor	Pharmaceutical Sciences	1.0
Pharmacy	Vijaykumar Sutariya	Associate Professor	Pharmaceutical Sciences	1.0
Pharmacy	Angela Hill	Professor	Pharmacotherapeutics and Clinical Research	1.0
Pharmacy	Amy Schwartz	Professor	Dean's Office	1.0
Nursing	Ponrathi Athilingam	Associate Professor		1.0
Nursing	Hsiao-Lan Wang	Associate Professor		1.0

^{*} If Less than 1.0 FTE

University of South Florida

FACULTY NOMINATIONS FOR TENURE

2016-17 effective 2017-18

Prepared by:	Rosie Lopez
Title:	Executive Administrative Assistant
Phone Number:	(813) 974-2267
Date:	4/28/17

HSC NOT INCLUDED

Sex, Race/Ethnicity	Applied	Deferred	Withdrawn	Denied	Nominated
MALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian or Pacific Islander	9	0	0	0	9
Black, Not Hispanic	0	0	0	0	0
Hispanic	2	0	0	0	2
White, not Hispanic	6	0	·	0	80
Other	0	0	0	0	0
Total Male	17	0	- 4	0	16
FEMALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian or Pacific Islander	2	0	0	0	2
Black, not Hispanic		0	0	0	
Hispanic	1	0	0	0	
White, not Hispanic	12	0	0	0	12
Other	0	0	0	0	0
Total Female	16	0	0	0	16
GRAND TOTAL	33	0	4	0	32

"Eligible: Data is only from departments that have applicants applying during the current process." APPLIED=

Faculty for whom tenure was deferred during the review process. Faculty whose names have been submitted for tenure review DEFERRED=

Faculty who withdrew from tenure consideration after applying for review

WITHDRAWN*

NOMINATEDS

GENED=

Faculty for whom lenture was denied during the teview process.

Faculty for whom lienure is being recommended by the University

in a tenura-earning posicion.

For out-of-unit souty, pursuent to Rule 6C6.940(1)(e), the decision to recommend an employee for tenure shall be made no later than the skill year of continuous full-time service or equivalent part-time service

For inunit faculty, pursuant to Article 15 of the BOR-UFF Agreement, an employee shall normally be considered for tenum during the soon year of continuous service in a tenum-earning position including any price, service order granted at the time of initial employee's written request for early tenume consideration is subject to the university written agreement.

Notes: The humbers provided should not include tenure nominations as a condition of employment.

Once having applied for tenure review, faculty may generally only be withdrawn from, denied, or nominated for tenure.

The sums of those withdrawn, denied, or nominated for tenure should equal the number of those with appired for tenure teviers. (Please explain any disdripparholes,

Tenure Attachment B nev.

University of South Florida

FACULTY NOMINATIONS FOR TENURE

2016-17 effective 2017-18

Prepared by:	Rosie Lopez
Tilbe:	Executive Administrative Assistant
Phone Number:	(813) 974-2267
Date:	5/1/17

Tampa & HSC Included

Sex, Race/Ethnicity	Applied	Deferred	Withdrawn	Denied	Nominated
MALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian or Pacific Islander	o	0	0	0	o
Black, Not Hispanic	-1	0	0	0	+
Hispanic	m	0	0	÷	2
White, not Hispanic	o	0		0	80
Other	0	0	0	0	0
Total Male	22	0	+	*	20
FEMALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian or Pacific Islander	4	0	0	0	4
Black, not Hispanic	2	0	0	0	2
Hispanic		0	0	0	T.
White, not Hispanic	15	٥	+	0	14
Other	0	0	0	0	0
Total Female	22	0	1	0	21
GRAND TOTAL	77	0	~	4	84

Eligible: Data is only from departments that have applicants applying during the current process.

Faculty for whom tenure was deferred during the review process. DEFERRED* APPLIEDS

WITHDRAWN= NOMINATED=

Faculty for whom tenum is being recommended by the University. Faculty for whom tenure was denied during the review process.

Faculty who withdraw from lenure consideration after applying for review

For out-of-unit faculty, pursuant to Rule 8C-5.40(1)(e), the decision to recommend an employee for tenure shall be made no later than the starth year of continuous full-time service or equivalent part-cime service. in a tenure-earning position For in-unit faculty, pursuant to Antide 15 of the BOR-LIFF Agreement, an employee shall normally be considered for tenure during the sixth year of continuous service in a tenure-canning position including any principles entered granted at the Bins of initial employment. An employee's written request for early tenure consideration is subject to the university written agreement.

Notes: The numbers provided should not include tenure naminations as a condition of employment.

The sums of those withdrawn, denied, or nominated for tenure should equal the number of those who applied for tenure review. (Please explain any discrepancies.) Once having applied for tenure review, faculty may generally only be withdrawn from, denied, or nominated for tenure.

Tenure Attachment B rev.

Agenda Item: FL 103

USF Board of Trustees June 8, 2017

Issue: Tenure Nomination as a Condition of Employment

Proposed action: Approval of Tenure as a Condition of Employment, USF

Tampa

Executive Summary:

Administrators such as the President, Provost, Deans, Chairs, and senior faculty who are recruited to USF Tampa are normally awarded tenure as a condition of employment. These highly qualified individuals usually have earned tenure at their previous institutions, which makes them attractive candidates to USF. In order to attract them, USF must provide a package that is competitive with other nationally and internationally ranked institutions. Tenure upon appointment for qualified candidates, among other things, is a term and condition of the employment package that makes USF an institution of choice.

Financial Impact:

Strategic Goal(s) Item Supports:

USF Strategic Plan 2013-2018, Goal II

Workgroup Review Date:

Academic and Campus Environment Work Group - May 18, 2017

Supporting Documentation Online (please circle): Yes No

Tenure Nominations as a Condition of Employment

USF System or Institution specific: USF Tampa

Prepared by: Dwayne Smith, Senior Vice Provost & Dean, Graduate Studies, 813-974-2267



MEMORANDUM

DATE:

June 8, 2017

TO:

Brian Lamb, Chair

FROM:

Judy Genshaft

President

SUBJECT: Tenure as a Condition of Employment Nominations, USF Tampa

I am requesting approval by the USF Board of Trustees of the enclosed Tenure as a Condition of Employment Nominations at USF Tampa. In nominating these faculty members for tenure, I certify that the requirements and conditions contained in USF Regulations, Policies, and Procedures for the granting of tenure have been met. I am satisfied that the nominees will make a significant professional contribution to USF Tampa and the academic community.

Enclosures

Faculty Nominations for Tenure as a Condition of Employment, USF-Tampa USF Board of Trustees Meeting – June 8, 2017

College	Name	Rank	Department/ School	Degree of Effort*	Previous Institution	Tenure at Previous Institution
Arts & Sciences	Patrice Buzzanell	Professor and	Communication	1.0	Purdue University	Yes
		Cnair				
Arts & Sciences	Lisa Melancon	Associate	English	1.0	University of Cincinnati	Yes
		Professor				
Behavioral &	Jason Anthony	Professor and	Child & Family Studies/Rightpath	1.0	University of Texas Health Science	Yes
Community		Director	Research & Innovation		Center at Houston	
Sciences						
Behavioral &	Maria Carlo	Associate	Child & Family Studies/Rightpath	1.0	University of Texas Health Science	No (She had
Community		Professor	Research & Innovation		Center at Houston	tenure at
Sciences						Miami)
Behavioral &	Trina Spencer	Associate	Child & Family Studies/Rightpath	1.0	University of Northern Arizona	No
Community		Professor	Research & Innovation			
Sciences						
Behavioral &	Michiel Adrian van Zyl	Professor	Social Work	1.0	University of Louisville	Yes
Community						
Sciences						
Engineering	Clifford Lee Henderson	Professor & Chair	Chemical & Biomedical Engineering	1.0	Georgia Institute of Technology	Yes
Public Health	Sandra Potthoff	Professor & Chair	Health Policy & Management	1.0	University of Minnesota	Yes

*If less than 1.0 FTE

4

Arts & Sciences

Patrice Buzzanell, Ph.D.

Dr. Patrice Buzzanell will join the faculty of the Department of Communication as Professor and Chair in Fall of 2017. She completed her PhD in Communication from Purdue University and held faculty positions at Marquette University, Michigan State University, and Northern Illinois University where she was tenured in 1997 and promoted to Associate Professor. Dr. Buzzanell joined the faculty of Communication at Purdue in 1999 as an Associate Professor with tenure. She was promoted to Professor in 2004 and to University Distinguished Professor in 2015. She is currently Butler Chair and Director of the Susan Bulkeley Butler Center for Leadership Excellence at Purdue. Dr. Buzzanell is author or coauthor of four books and more than 200 articles and book chapters. She has received two dozen awards for her scholarship and more than 30 mentoring/teaching awards. Since 2007, she has served as co-PI on national, institutional, and local grants totaling approximately \$1M. Dr. Buzzanell served as the president of the International Communication Association (ICA), Council of Communication Associations (CCA), and the Organization for the Study of Communication, Language and Gender (OSCLG). She was named ICA Fellow in 2011 and Distinguished Scholar for the National Communication Association (NCA) in 2016. The tenured faculty and chair of the Department of Communication recommend Dr. Buzzanell for tenure and appointment at the rank of Professor. Eric Eisenberg, Dean of the College of Arts & Sciences, along with Provost Ralph Wilcox and President Judy Genshaft, fully concur with this recommendation for tenure upon appointment.

2

Arts & Sciences

Lisa Melancon, Ph.D.

Dr. Lisa Melancon will join the faculty of the USF Department of English as Associate Professor in Fall 2017. She received her BA and MA in English from University of North Carolina at Charlotte and her PhD in English from University of South Carolina. Dr. Melancon comes to us from the University of Cincinnati, where she is a tenured Associate Professor of English and Comparative Literature. She is an affiliate faculty in Environmental Studies and the Director of the McMicken Research Center in the College of Arts and Sciences at the University of Cincinnati. Dr. Melancon is a prolific and award-winning scholar in two fields, Professional and Technical Communication, and Rhetoric of Health and Medicine (RHM). She is in many senses a founder of the latter field, having established the annual, interdisciplinary Discourses of Health and Medicine Symposium and a new journal on medical rhetoric to be published by University of Florida Press. Dr. Melancon has edited two highly regarded edited collections of essays and three special issues of top journals in her research specialties. She is author or co-author of 30 articles or book chapters, winning from among them four awards. Dr. Meloncon has been co-PI on over \$500,000.00 in national, institutional and local grants and contracts. Her teaching has been recognized for excellence multiple times, and she was inducted into the University of Cincinnati Academy of Fellows of Teaching and Learning in 2012. She won the Diana Award in 2015, which was given to the Women in Technical Communication steering committee for their commitment to mentoring in the field. She is the co-architect of this national mentoring program for Women in Tech Comm, and she has served on the boards or executive committees of all the major organizations in her field. The tenured faculty and chair of the Department of English recommend Dr. Melancon for tenure. Eric Eisenberg, Dean of the College of Arts & Sciences, along with Provost Ralph Wilcox and President Judy Genshaft, fully

concur with this recommendation for tenure upon appointment.

3

Behavioral & Community Sciences

Jason Anthony, Ph.D.

Dr. Jason Anthony will join USF as a Professor and the Director of the newly-formed Rightpath Research and Innovation Center in the Department of Child & Family Studies. He is currently a Professor of Pediatrics at the Children's Learning Institute at the University of Texas Health Science Center in Houston. He earned his master's and doctorate degrees in Clinical Psychology and his education specialist degree in School Psychology from Florida State University. He also completed a fellowship in multidisciplinary approaches to developmental disabilities at Florida State University, a clinical psychology residency at University of Washington School of Medicine, and a postdoctoral fellowship at the University of Houston Texas Institute for Measurement, Evaluation and Statistics. Dr. Anthony serves on the editorial boards for five professional journals and has published 45 peer-reviewed articles. His research focuses on language and literacy development, evaluation of prevention and intervention programs for children at risk of academic failure, construction of measures of school readiness skills, and application of advanced statistics to educational research. This research has been recognized with awards granted from the American Psychological Foundation, the American Psychological Association, and the International Reading Association. The faculty and Chair of the Department of Child & Family Studies/Rightpath Research & Innovation recommend tenure upon hire at the rank of Professor. Dean Julie Serovich of the College of Behavioral & Community Sciences joins in this recommendation, and it is strongly supported by Provost Ralph Wilcox and President Judy Genshaft.

4

Behavioral & Community Sciences

Maria Carlo, Ph.D.

Dr. Maria Carlo will be an Associate Professor in the newly-formed Rightpath Research and Innovation Center in the Department of Child & Family Studies. Dr. Carlo received a M.Ed., Master of Arts in Social Psychology, and a PhD in Psychology from the University of Massachusetts, Amherst. She is currently an Associate Professor at the University of Texas Medical Center in Houston. Dr. Carlo's research focuses on bilingualism and literacy development in children and adults. She has received numerous federal grant awards. Dr. Carlo has over 60 published articles, book chapters, books, and monographs, and has made numerous presentations at professional conferences. She has written 10 technical reports and reviews. The faculty and Chair of the Department of Child & Family Studies/Rightpath Research & Innovation recommend tenure upon hire at the rank of Associate Professor. Dean Julie Serovich of the College of Behavioral & Community Sciences strongly supports this recommendation, as does Provost Ralph Wilcox and President Judy Genshaft.

5

Behavioral & Community Sciences

Trina Spencer, Ph.D.

Dr. Trina Spencer will be an Associate Professor in the newly-formed Rightpath Research and Innovation Center in the Department of Child & Family Studies. Dr. Spencer currently serves as the Research Director at the Institute for Human Development (IHD) and has an associate research faculty appointment in the Department of Educational Psychology at Northern Arizona University. She earned a specialist degree in School Psychology and a PhD in Disability Disciplines from Utah State University with emphases in language development and early childhood special education. She has been a board certified behavior analyst since 2001. She has published 31 articles in peer-reviewed journals, 5 book chapters, and 22 non-peer reviewed articles, briefs, or encyclopedia entries. She has received several federal grant awards. The faculty and Chair of the Department of Child & Family Studies/Rightpath Research & Innovation recommend tenure upon hire at the rank of Associate Professor. Dean Julie Serovich of the College of Behavioral & Community Sciences also strongly recommends tenure, as does Provost Ralph Wilcox and President Judy Genshaft.

6

Behavioral & Community Sciences

Michiel van Zyle, Ph.D.

Dr. Michiel van Zyl is assuming the role of Professor and Director of the School of Social Work in Fall 2017. Dr. van Zyl received a Master of Arts in Social Work from Rand Afrikaans University in Johannesburg, South Africa, and his PhD from the University of Natal in Durban, South Africa. He is currently a Professor and Associate Dean for Research at the Kent School of Social Work at the University of Louisville. He has previously held numerous leadership roles in higher education and non-profit organizations. Dr. van Zyl has over 50 published articles with several under review or in progress. He has received numerous federally-funded grants. The faculty and Interim Director of the School of Social Work recommend tenure upon hire. Dean Julie Serovich of the College of Behavioral & Community Sciences also recommends tenure upon hire. This recommendation is strongly supported by Provost Ralph Wilcox and President Judy Genshaft.

7

Engineering

Clifford Lee Henderson, Ph.D.

Dr. Clifford L. Henderson has been appointed as Professor & Chair in the Department of Chemical & Biomedical Engineering. Dr. Henderson comes to USF from the School of Chemical & Biomolecular Engineering at the Georgia Institute of Technology, which is among the top 10 engineering programs in the United States. Dr. Henderson received his PhD in Chemical Engineering from the University of Texas at Austin in 1998. In addition to his academic experience at a leading AAU institution, Dr. Henderson has also served as a Program Director/Expert in the CMMI Division for the Functional Materials Program at NSF, establishing him as a national/international leader in his research and in Chemical Engineering. Throughout his career, Dr. Henderson has distinguished himself as a prolific researcher in the topical area of polymeric thin films, lithographic materials and processes, and nanofabrication. He has served as PI or co-PI on grants totaling nearly \$11M from federal agencies (NSF, DARPA), university alliances, and semiconductor/materials industry. His current external research support includes \$1.5M in two current collaborative federal (NSF) grants that run from 2015-2018 and two additional industrial contracts totaling \$950K. Dr. Henderson's high research productivity is evident in the fact that he has supervised more than 30 MS/PhD graduate students and 65 undergraduate researchers. The high level of output from his research group can be seen in the nearly 85 refereed journal publications, seven published U.S. patents (with another seven provisional patents/applications), and over 250 presentations at professional conferences. The faculty and Chair of the Department of Chemical & Biomedical Engineering, College of Engineering Dean Robert Bishop, Provost Ralph Wilcox, and President Judy Genshaft strongly endorse the recommendation that Dr. Henderson be granted tenure.

8

Public Health

Sandra Potthoff, Ph.D.

Dr. Sandra Potthoff was appointed in the College of Public Health as Professor beginning January 2, 2017. She also serves as Chair of the Department of Health Policy and Management in the College. Dr. Potthoff obtained her PhD in Industrial Engineering at the University of Wisconsin. Prior to joining USF, Dr. Potthoff was a tenured Associate Professor in the School of Public Health at the University of Minnesota. She served as the Director of the Program in Health Care Administration where it achieved a national ranking of 32 in the US News and World Reports. She raised over \$2.5M dollars in endowments and pledges from School of Public Health alumni, which is a testimony to the success of the Program in Health Care Administration under her leadership. Dr. Potthoff's research focus has been to apply data analytics and quality management to evaluating and improving healthcare delivery, long-term care, tele-health homecare service, and community programs. She is considered to be a national expert in systems improvement and analytic models for improving health care delivery. During her tenure at the University of Minnesota, Dr. Potthoff served as an investigator on close to \$10M in contracts and grants, of which \$2.5M was as Principal Investigator or Co-Principal Investigator. Dr. Potthoff has over 60 publications including journal articles, abstracts, technical reports and book chapters, 36 of which were peer reviewed. She has presented the findings of her research at 10 international, 37 national and 19 regional conferences or symposiums. Dr. Potthoff also has an excellent service record, serving on many NSF study section review panels, the Editorial Board of the Journal on Health Care Management Sciences, and in many leadership roles within the Association of University Programs in Health Administration. The faculty of the Department of Health Policy and Management and the members of the College of Public Health Appointment, Promotion and Tenure Committee have reviewed Dr. Potthoff's dossier and recommend tenure upon appointment. College of Public Health Dean Donna Petersen, Senior Vice President of USF Health Charles Lockwood, and President Judy Genshaft strongly concur with and support this recommendation.

Agenda item: FL 104

USF Board of Trustees June 8, 2017

Issue: Faculty Nominations for Tenure

Proposed action: Approve USF St. Petersburg Faculty Nominees for Tenure.

Background information:

Attached is USF St. Petersburg list of faculty nominees for tenure for review and approval by the USF Board of Trustees. President Judy Genshaft has certified that the nominations for tenure have met the requirements and conditions contained in USF Regulations, Policies, and Procedures. She is satisfied that the nominees will make a significant professional contribution to USF St. Petersburg and the academic community in general. If approved, tenure will be awarded effective August 7, 2017.

Strategic Goal(s) Item Supports:

USF St. Petersburg Strategic Plan 2014-2019, Goal 3 USF Strategic Plan 2013-2018, Goal 1

Workgroup Review:

Academic and Campus Environment Committee - May 18, 2017

Supporting documentation: YES

Prepared by: Martin Tadlock, Regional Vice Chancellor of Academic Affairs, 727-873-4290



MEMORANDUM

DATE: June 8, 2017

TO: Brian D. Lamb, Chair

FROM: Judy Genshaft, President

SUBJECT: Faculty Nominations for Tenure, USF St. Petersburg

I am requesting that the enclosed Faculty Nominations for Tenure USF St. Petersburg submitted to the USF Board of Trustees be approved. In nominating these faculty members for tenure, I certify that the requirements and conditions contained in USF Regulations, Policies, and Procedures for the granting of tenure have been met. I am satisfied that the nominees will make a significant professional contribution to USF St. Petersburg and the academic community.

Thank you for your consideration of this request. Please call me if you have any questions.

Enclosures

Faculty Nominations for Tenure, USF St. Petersburg - Effective 2017/18 <u>USF Board of Trustees Meeting – June 8, 2017</u>

		Rank Upon		Degree of
<u>College</u>	<u>Name</u>	<u>Tenure</u>	<u>Discipline</u>	Effort*
		Associate		
College of Education	AnnMarie Gunn	Professor	Literacy/Reading Instruction	
		Associate		
College of Arts & Sciences	Adrian O'Connor	Professor	History	
		Associate		
College of Arts & Sciences	Shun-Yung Wang	Professor	Criminology	
Kate Tiedemann College of		Associate		
Business	Debra K. Sinclair	Professor	Accounting	
Kate Tiedemann College of		Associate		
Business	Maria Corton	Professor	Economics	
Kate Tiedemann College of		Associate		
Business	Zheng Chen	Professor	Management	

^{*} If Less than 1.0 FTE

Florida Equity Reports University of South Florida St. Petersburg 2016- 2017

PART VII: Protected-class Representation in the Tenure Process, 2016-2017

Sex, Race/Ethnicity	*Applied	*Withdrawn	*Denied	*Deferred	*Nominated
MALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian	1	0	0	0	1
Black or African American	0	0	0	0	0
Hispanic	0	0	0	0	0
Native Hawaiian/Other Pacific Islander					
Two or More Races	0	0	0	0	0
White	1	0	0	0	1
Other, Not Reported	0	0	0	0	0
Total Male					
(include Other, Not Reported)					
FEMALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian	1	0	0	0	1
Black or African American	0	0	0	0	0
Hispanic	1				1
Native Hawaiian/Other Pacific Islander					
Two or More Races	0	0	0	0	0
White	2	0	0	0	2
Other, Not Reported	0	0	0	0	0
Total Female (Number and Percent) (include Other, Not Reported)					
GRAND TOTAL	6				6

^{*}APPLIED: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated (or provide explanation).

^{*}WITHDRAWN: Faculty who withdrew from tenure consideration after applying for review.

^{*}DENIED: Faculty for whom tenure was denied during the review process.

^{*}NOMINATED Faculty for whom tenure is being recommended by the University.

Florida Equity Reports
University of South Florida St. Petersburg

2016-2017

PART VIII: Promotion and Tenure Committee Composition, AY 2016-2017

Type of Committee		Blacl Hisp	Black, not Hispanic	American Indian/ Alaskan Native	American Indian/ Alaskan Native	Asian or Pacific Islander	Pacific der	Hisp	Hispanic	White, not	White, not Hispanic	Other, Not Reported	Reported	Total including Other, Not Reported	ing Other, oorted
		М	F	M	F	M	F	М	F	M	F	M	F	M	F
University Committee	Е	0	0	0	0	0	0	0	0	5	2	0	0	5	2
	S	0	0	0	0	0	0	0	0	4	1	0	0	4	1
College of Business	Е	0	0	0	0	1	0	0	1	5		0	0	9	1
	S	0	0	0	0	1	0	0	1	5		0	0	9	1
College of Arts & Sciences	Ε	0	0	0	0	0	0	0	0	3	2	0	0	3	2
	S	0	0	0	0	0	0	0	0	1	2	0	0	1	2
College of Education	Е	0	1	0	0	0	0	0	0	3	1	0	0	3	2
	S	0	1	0	0	0	0	0	0	3	1	0	0	3	2

E = Eligible to serve

Prom_Tenure_Committee_Composition_2016-2017 (1)

Q:\Academic Affairs Office\Tenure-Promotions\2016-2017 current\Tenure Packets\BOT Forms\2016-2017 For June 8-2017 Tenure Nominations\Packet for June 8, 2017\DEO

S = Actually served (may include faculty from other USF campuses, who are not counted in eligible to serve)

Board of Trustees Meeting - New Business - Consent agenda

Agenda Item: FL 105

USF Board of Trustees June 8, 2017

Issue: Faculty Nomination for Tenure Upon Condition of Employment

Proposed action: Approval of Tenure as a Condition of Employment for

USF St. Petersburg

Executive Summary:

USF St. Petersburg (USFSP) administrators such as the Regional Chancellor, Regional Vice Chancellors, Deans, and senior faculty are commonly awarded tenure as a condition of employment. Typically, these highly accomplished and qualified individuals have earned tenure at their previous institution (s), which makes them desirable candidates to USFSP. In order to attract them, USFSP must provide a package that is competitive with other nationally and internationally ranked institutions. Tenure upon appointment, among other things, is a term and condition of the employment package that makes USFSP an institution of choice.

Financial Impact:

Faculty granted tenure only will not receive a monetary award.

Strategic Goal(s) Item Supports:

USF St. Petersburg Strategic Plan 2014-2019, Goal 3 USF Strategic Plan 2013-2018, Goal 1

BOT Committee Review Date: Academic and Campus Environment Committee - May 18, 2017

Supporting Documentation Online (please circle): Yes No

USF System or Institution specific: USF St. Petersburg

Prepared by: Martin Tadlock, Regional Vice Chancellor, Academic Affiars 727-873-4290



MEMORANDUM

DATE: June 8, 2017

TO: Brian D. Lamb, Chair

FROM: Judy Genshaft, President

SUBJECT: Tenure Nominations as a Condition of Employment,

USF St. Petersburg

I am requesting that the enclosed Tenure Nominations as a Condition of Employment, USF St. Petersburg submitted to the USF Board of Trustees be approved. In nominating these faculty members for tenure, I certify that the requirements and conditions contained in USF Regulations, Policies, and Procedures for the granting of tenure have been met. I am satisfied that the nominees will make significant professional contributions to USF St. Petersburg and the academic community.

Thank you for your consideration of this request. Please call me if you have any questions.

Enclosures

Faculty Nominations for Tenure as a Condition of Employment, USF-St. Petersburg USF Board of Trustees Meeting – June 8, 2017

Tenure at Previous Institution	YES	
Previous Institution	Northeastern State University	
Degree of Effort*		
Department/ School	College of Education	
Rank	Professor	
Name	Allyson Watson	
College	College of Education	

DATE: 4/10/2017

TO: Martin Tadlock

Provost, University of South Florida St. Petersburg

CC: College of Education (COE) Tenure and Promotion Committee Members

FROM: William Lang

Chair, COE Tenure and Promotion Committee

RE: Allyson Leggett Watson Tenure and Professorship Application

The COE Tenure and Promotion Committee met on April 10th to evaluate and discuss Dr.

Allyson Leggett Watson's application for tenure and appointment in the College of Education.

We evaluated her portfolio in light of the 2016 Tenure and Promotion Guidelines of the University of South Florida St. Petersburg (USFSP).

Dr. Leggett Watson has published numerous journal articles and refereed chapters in the fields of Cultural Competency and Urban Education. Dr. Leggett Watson has also presented numerous

national and international conference papers and keynote addresses. A particular strength for her

is writing grant proposals and securing external funds, especially to create partnerships between

the university and institutions serving the community, such as the state board of education.

In her current position, Dr. Leggett Watson is the Assistant Dean of the College of Education and

holds the Eddings Endowed Chair for Urban Education and Research. She is also the

Founder/Director of TURN Teaching and Urban Reform Network. The TURN program supports

preservice teachers' placement in urban schools and contains core courses focused on the needs

of urban students. Dr. Leggett Watson has taught and/or coordinated courses such as



DATE: April 11, 2017

To: Dr. Martin Tadlock, Vice Chancellor of Academic Affairs

From: Dr. Olivia Hodges, Interim Dean College of Education

Re: Tenure and Professorship Application

This letter is being written to you and the University Tenure and Promotion Committee from the College of Education Tenure and Promotion Committee and myself regarding the appointment of Allyson Watson to Full Professor.

A review of Allyson's resume indicating evidence of research, teaching and service merits the distinction of Full Professor at USFSP. She is the founding/director of Teaching & Urban Reform Network (TURN). The program design of TURN allows for pre-service teachers to focus educational practice in Urban schools and attend core courses specific to the needs of teaching Urban students. Allyson has published an abundance of Journal articles in the field of Education centering on cultural diversity and Urban education. Likewise, she has presented at many conferences including the American Educational Research Association (AERA), University Council for Education Administrators (UCEA) as well as state and regional conferences. She is currently serving as the Endowed Chair for Urban Education, Outreach & Research/Assistant Dean-College of Education at Northeastern State University.

Allyson is the inaugural president of the Gates Millennium Scholars (GMS) Program Alumni
Association. She presided over 14,000 GMS Alumni representing each partner of the organization. She
was instrumental in developing governance procedures for the group including bylaws. She also
established monthly leadership meetings with regional and national GMS advisory board members. As
part of her role, she served as the GMS Alumni Executive on the organization's national advisory board.

In conclusion, the tenure and promotion committee and I decide that Dr. Allyson Leggett Watson would, under normal circumstances, be recommended for tenure and appointed as Professor.



TO:

Martin Tadlock, Regional Vice Chancellor of Academic Affairs 4/17/2017 FROM:

DATE: 4/17/2017

RE: Allyson Leggett Watson Tenure and Professorship Appointment as a Condition of

Employment

After an extensive national search that resulted in a very strong pool of applicants, Dr. Allyson Leggett Watson was offered and has accepted the position of Dean, College of Education effective July 1, 2017. We are excited about her background and fit for USF St. Petersburg, and request that she be offered tenure at the rank of professor within the USF System.

The USF St Petersburg College of Education Tenure and Promotion Committee met on April 10, 2016 and unanimously voted to recommend that Dr. Allyson Leggett Watson's application for tenure and appointment in the College of Education as a condition of employment be approved. The Committee recommended that Dr. Leggett Watson be tenured and awarded the rank of professor in the College of Education. The review and approval was based upon USFSP 2016 Tenure and Promotion Guidelines. Full professors in the COE, who are not on the Tenure and Promotion Committee or serving as in an administrative role also voted unanimously to award tenure and professor rank appointment to Dr. Leggett Watson.

As a scholar, Dr. Leggett Watson has published numerous journal articles and refereed chapters in the fields of Cultural Competency and Urban Education. During her seventeen years in higher education, Dr. Watson has presented numerous national and international conference papers, delivered keynote addresses, and secured over \$5M in external funds to create partnerships between the university and institutions serving the community. She serves as an Editorial Consultant for the Journal of Educational Research and as a Reviewer and Division Chair for the American Educational Research Association. She has also presented her research and engaged in capacity-building projects in Haiti and Nicaragua.

In her teaching, Dr. Leggett Watson has taught courses such as Instructional Strategies, Educational Research, Applied Research, and Advanced Educational Measurements. She has served as an external member on dissertation committees for doctoral students at the University of Oklahoma and currently serves as first reviewer for 12 graduate student master's thesis/capstones. Her student evaluations are exceptional with course evaluation average of 4.75/5.0 over her career.

Office of Academic Affairs

University of South Florida St. Petersburg • 140 Seventh Avenue South, BAY 204 • St. Petersburg, FL 33701 (727) 873-4885 • Fax (727) 873-4889 • http://www.usfsp.edu/academics



In her current position, Dr. Leggett Watson is Assistant Dean of the College of Education at Northeastern State University in Oklahoma where she holds the Eddings Endowed Chair for Urban Education and Research and helps lead a college of over 1,900 teacher education students on three campuses. She is the Founder and Director of the Teaching and Urban Reform Network in Tulsa, Oklahoma, a program supporting preservice teachers' placement in urban schools with core courses focused on the needs of urban students. She is also the Inaugural President of the 14,000 member Gates Millennium Scholars Program Alumni Association, where she led development of the association's governing procedures and bylaws. Dr. Leggett Watson has a particular strength in developing and leading community partnerships. For example, along with the TURN Program mentioned earlier, she has worked to recruit and retain teachers in hard to staff schools across rural and urban districts, and she serves on the boards of three community organizations in Tulsa: Tulsa School for the Arts and Sciences, KIPP Tulsa College Academy, and Clarehouse Tulsa Social Hospice and Palliative Care.

As Regional Vice Chancellor of Academic Affairs, I concur with the recommendation of the College of Education Tenure and Promotion Committee and the vote of the college professors to award Dr. Allyson Leggett Watson tenure at the rank of professor at USF St. Petersburg as a condition of employment.

Instructional Strategies, Educational Research, Applied Research, and Advanced Educational Measurements. Her student evaluations would be considered outstanding at USFSP.

In service, Dr. Leggett Watson is the Inaugural President of the 14,000 member Gates Millennium Scholars Program Alumni Association, and she developed the association's governing procedures and bylaws. Internationally, Dr. Leggett Watson has presented her research and engaged in other forms of capacity-building in Haiti and Nicaragua. A particular strength is Dr. Leggett Watson's experience leading community partnerships. Along with the TURN Program, she has worked on recruitment and retention in hard to staff schools in rural and urban districts. Dr. Leggett Watson also serves on the boards of three community organizations in the Tulsa area.

After review of her materials, the Tenure and Promotion Committee found that Dr. Leggett Watson would under normal circumstances be recommended for tenure and promoted to Full Professor in the College of Education. The committee voted 4-0 to award tenure and appointment for Dr. Leggett Watson as Professor.

Full professors in the COE, who are not on the T & P Committee or Administrators, voted 3-0 to award tenure and appointment to Dr. Leggett Watson as Professor.

Agenda Item: FL 106

USF Board of Trustees June 8, 2017

Issue: Faculty Nomination for Tenure

Proposed action: Approval of USF Sarasota-Manatee Faculty Nominee for

Tenure

Background information:

Attached is USF Sarasota-Manatee's list of faculty nominees for tenure for review and approval by the USF Board of Trustees. President Judy Genshaft has certified that the nominations for tenure have met the requirements and conditions contained in USF Regulations, Policies, and Procedures. She is satisfied that the nominees will make a significant professional contribution to USF Sarasota-Manatee and the academic community in general. If approved, tenure will be awarded effective August 7, 2017.

Financial Impact:

USF Sarasota-Manatee faculty granted tenure and promotion will receive a 9% salary increase and \$5000 to Associate Professor and \$7000 to Professor in special achievement. Faculty granted tenure only will not receive a monetary award.

Strategic Goal(s) Item Supports:

USF Sarasota-Manatee Strategic Plan 2015-2020, Goals 4 and 5 USF Strategic Plan 2013-2018, Goal 1

Workgroup Review Date:

Academic and Campus Environment Committee - May 18, 2017

Supporting Documentation Online (please circle): Yes No

- Memorandum to Brian Lamb, Chair, USF Board of Trustees
- Faculty Nomination for Tenure

USF System or Institution specific:

USF Sarasota-Manatee

Prepared by: Terry Osborn, Interim Regional Chancellor, 941-359-4340



MEMORANDUM

DATE: June 8, 2017

TO: Brian Lamb, Chair

FROM: Judy Genshaft, President

SUBJECT: Faculty Nominations for Tenure, USF Sarasota-Manatee

I am requesting that the enclosed Faculty Nomination for Tenure, USF Sarasota-Manatee submitted to the USF Board of Trustees be approved. In nominating this faculty member for tenure, I certify that the requirements and conditions contained in USF Regulations, Policies, and Procedures for the granting of tenure have been met. I am satisfied that the nominee will make a significant professional contribution to USF Sarasota-Manatee and the academic community.

Nominee for tenure: Michael Gillespie, Psychology

Thank you for your consideration of this request. Please call me if you have any questions.

Faculty Nominations for Tenure, USF Sarasota-Manatee - Effective 2017/18 USF Board of Trustees Meeting - June 8, 2017

College	Name	Rank Upon Tenure	Discipline	Degree of Effort*
College of Science & Mathematics	Michael Gillespie	Associate Professor	Psychology	
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			-	4 -

^{*} If Less than 1.0 FTE

Florida Equity Reports University of South Florida Sarasota-Manatee 2016- 2017

PART VII: Protected-class Representation in the Tenure Process, 2016-2017

Sex, Race/Ethnicity	*Applied	*Withdrawn	*Denied	*Deferred	*Nominated
MALES					
American Indian or Alaskan Native	0	0	0	0	00
Asian	0	0	o o	0	0
Black or African American	-0	0	0	0	O
Hispanic	0	0	0	0	
Native Hawaiian/Other Pacific Islander	0	Ó	Ö	0	0
Two or More Races	0	0	o	0	0
White	-1	0	0	0	- 1
Other, Not Reported	0	0	0	0	0
Total Male (include Other, Not Reported)	1	0	0	0	1
FEMALES					
American Indian or Alaskan Native	0	.0	0	-0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Hispanic	0	0	0	0	0
Native Hawaiian/Other Pacific Islander	0	Ó	0	0	ó
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
Other, Not Reported	0	0	0	0	0
Total Female (Number and Percent)	0	0	0	0	0
(include Other, Not Reported)	0.0%	0.0%	0.0%	0.0%	0.0%
GRAND TOTAL	1	0	0	.0	1

^{*}APPLIED: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated (or provide explanation).

^{*}WITHDRAWN Faculty who withdrew from tenure consideration after applying for review.

^{*}DENIED: Faculty for whom tenure was denied during the review process.

^{*}NOMINATED Faculty for whom tenure is being recommended by the University,

Agenda Item: FL 107

USF Board of Trustees June 8, 2017

Issue: USF Regulation 10.203: Benefits and Hours of Work

Proposed action: Amend USF Regulation 10.203: Benefits and Hours of Work

Executive Summary:

The Office of the General Counsel along with USF's outside admiralty & maritime attorney discovered that Regulation 10.203 did not specifically address the federal protections in place for the class of employees who meet the definition of a "seaman" in accordance with the *Jones Act* and those who are afforded protections under the *Longshore and Harbor Workers Compensation Act*. These changes found in Sections 21 & 22 are necessary to clearly define the protections afforded to this limited group of employees in the ASFCME Collective Bargaining Agreement.

Financial Impact: N/A

Strategic Goal(s) Item Supports: Goal One: Well-educated and highly skilled global citizens through our continuing commitment to student success.

Workgroup Review Date: ACE-May 18, 2017

Supporting Documentation Online (please circle): Yes No

USF System or Institution specific: USF System

Prepared by: Kathaleen Kokotilo, Office of the General Counsel, 813-974-7150

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REGULATION

2 3 4 ✓USF System □USF □USFSP □USFSM 5 6 Number: USF10.203 Title: Benefits and Hours of Work 7 Administrative Services/Human Resources 8 **Responsible Office:** 9 Date of Origin: 10-5-03 Date Last Amended: 12-1-16 Date Last Reviewed: 12-1-16 10 (1) Administration and Staff employees receive paid and unpaid leave, and USF system-designated 11 holidays. They may also participate in insurance programs, retirement and other benefits as provided 12 for in Florida law and/or through USF system- approved programs. Benefits and hours of work 13 14 requirements will be administered consistent with this Regulation, and any applicable federal or Florida law. 15 (2)(a) With the exception of Postdoctoral appointments and medical residents, Temporary 16 17 employees are not eligible for benefits unless specifically provided for in these Regulations or 18 required by an applicable federal or Florida law. Postdoctoral benefits and employment are subject 19 to the USF system "Guide for Postdoctoral Scholars." Benefits available for medical residents are 20 contained in individual offer letters and/or other applicable documents required by the 21 Accreditation Council for Graduate Medical Education (ACGME). Medical residents are temporary 22 employees of the USF system; however, the remainder of this Regulation is applicable to them only 23 to the extent that it does not conflict with ACGME requirements, processes and procedures. (b) Temporary employees are eligible for unpaid leave, in accordance with any applicable federal 24 25 or Florida law. 26 (c) Non-exempt Temporary employees are eligible for overtime compensation for work beyond forty (40) hours in an approved workweek. 27 28 (d) Exempt Temporary employees are eligible to be paid for USF system-designated holidays that fall within the period of their appointment proportionate to the time in pay status. 29 30 (e) Temporary employees are eligible to participate in tax sheltered annuities and deferred 31 compensation programs offered by the USF system. 32 (3) Each employee is expected to work the number of hours in the employee's established 33 workweek unless on approved leave. Benefits will be provided proportionate to the time in pay 34 status in accordance with these Regulations.

35 36 37 38 39	(4) The minimum workweek is forty (40) hours for full-time employees. Holiday pay, up to a maximum of twelve (12) hours per holiday (based on the number of hours the employee is normally scheduled to work on that day) and paid leave are not considered overtime and are paid at the employee's regular pay rate. Approved leave will be adjusted to ensure an employee's workweek will not exceed forty (40) hours.
40 41	(5) Compensatory leave will consist of the following types and such unused leave will be transferred or paid in accordance with these Regulations.
42 43 44	(a) Overtime compensatory leave is provided in lieu of payment for overtime for non-exempt Staff and non-exempt Administration employees at the rate of one and one half times the total hours worked beyond forty (40) in the workweek.
45 46	1. Overtime will normally be paid no later than the end of the following pay period, unless accrued as overtime compensatory leave.
47 48	2. If an employee changes departments or class title, unused overtime compensatory leave will be transferred or paid.
49 50 51 52	(b) Regular compensatory leave may be provided to a Staff exempt employee for work beyond forty (40) hours in the workweek on an hour-for-hour basis in accordance with the approved pay plan. The transfer or payment for unused regular compensatory leave will be in accordance with the approved pay plan.
53 54	(c) Special compensatory leave is provided to Staff and non-exempt Administration employees as follows:
55 56	1. Special compensatory leave is provided to compensate an employee for an official holiday, as designated by the USF system when:
57 58	 a. The employee observed the holiday and also worked forty (40) hours the week during, which the holiday occurred;
59	b. The holiday falls on the employee's regularly scheduled day off; or
60	c. The employee is required to work the holiday.
61 62 63 64	2. Special compensatory leave is provided to compensate an employee for administrative leave for jury duty or court appearance provided in Section (17)(a) and (b) below when the employee also worked forty (40) hours the week during which the jury duty or court appearance occurred.
65 66	3. Special compensatory leave is provided to employees required to perform essential duties during an emergency closing for the hours worked during the closing.

- 4. Special compensatory leave is provided to employees required to perform essential duties
 for hours worked outside of their normal work schedule to prepare for or respond to a
 declared University emergency, as determined by the Chief Administrative Officer or
 designee.
 - **5.** The Chief Administrative Officer ("CAO") may elect to pay an employee for a part of or all accrued special compensatory leave at any time. If the employee separates from the USF system, the employee will be paid for all unused special compensatory leave at the employee's regular rate of pay.
 - **(d)** Special compensatory leave is provided to exempt Administration employees to compensate for an official USF system-designated holiday when the holiday falls on the employee's regularly scheduled day off or the employee is required to work the holiday.
- 78 (6) An employee, other than a non-exempt Temporary employee, will be paid proportionate to the time in pay status for all holidays designated by the USF system or Florida law.
- 80 (7) Annual and/or sick leave will be accrued while in pay status in accordance with these
- 81 Regulations. Leave will be credited at the end of the pay period in which it is earned, or in the case
- 82 of separation, on the last day the employee is on the payroll. Leave may not be used in the pay
- 83 period in which it is earned.
- 84 (8) During approved unpaid leave for parental, foster care, medical, or military reasons, an employee
- 85 may intermittently use accrued leave to continue the contributions to State benefits and other
- 86 expenses.

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- 87 (9) Unless agreed otherwise, an employee will be employed in the same or similar status upon
- 88 completion of the approved leave period. While on paid leave, an employee may not be employed
- 89 elsewhere unless the requirements for outside activity and/or extra or dual compensation have been
- 90 met.
- 91 (10) The USF system may establish reciprocal agreements with other government entities for the
- 92 transfer of accrued sick leave and accrued annual leave. Such agreements must be in writing and
- 93 consistent with applicable Florida law.
- 94 (11) The USF system will withhold any payment due to an employee upon separation from
- 95 employment for accrued sick leave or accrued annual leave unless and until all property of the USF
- 96 system in the custody or control of the employee is returned or properly accounted for.
- 97 (12) Sick leave accrual for full-time employees will be as follows with proportionate accrual for less
- 98 than full-time.

Hours Accrued During Pay Period		
Administration		
Ex. Service		
Staff		

Monthly 8.667 10.833 8.667

- (a) Sick leave must be accrued before use unless available through a USF system-approved sick leave pool program. There is no maximum on the amount of sick leave that can be accrued.
- **(b)** With the appropriate approvals, accrued sick leave is authorized for the following purposes:
 - 1. The employee's personal illness, injury, exposure to a contagious disease, a disability where the employee is unable to perform assigned duties, or appointments with health care providers.
 - 2. The illness, injury, appointments with health care providers, or death of a member of the employee's family; family, for the purpose of this Regulation, is defined as the spouse, domestic partner (as defined in USF's Domestic Partner Health Insurance Stipend Program), the grandparents, parents, brothers, sisters, children and grandchildren of both the employee and the spouse.
- **(c)** Notice of absence due to illness, injury, disability, or exposure to a contagious disease must be given on the first day of absence, unless the nature of the illness or injury precludes such notice the first day.
- (d) Upon separation, an employee with ten (10) or more years of continuous service in an established position who has not participated in the University's Early Sick Leave Payout Program and who was employed prior to January 1, 2014, will be paid for one-fourth of accrued unused sick leave up to a total of 480 hours. An employee who was hired on or after January 1, 2014 or who has less than ten (10) years of continuous service in an established position at the time of separation will not be paid for any unused sick leave and such leave shall be forfeited.
- **(e)** The CAO will approve continuation and/or modification of the current sick leave pool program when determined to be in the USF system's best interests.
- (13) Annual leave for full-time employees will be as follows with proportionate accrual for less than full-time employment. An employee appointed for fewer than ten (10) months does not accrue annual leave. Hours of accrual for Staff employees are based on years of creditable service and such service will be awarded as one month of service credit for each calendar month that the employee is on the salaried (non-Temporary) payroll of the USF system or during authorized unpaid leave.

	Monthly	Biweekly	Payment Maximums
Administration	14.667	6.769	352 (after 6 mo. satisfactory service)
Ex. Service	20	9.195	480
Staff (yrs of service)			
0-6 mo.	8.667	4	0
Greater than 6 mo-5 yrs	8.667	4	240
Greater than 5 yrs-10 yrs	10.833	5	240
Greater than 10 yrs	13	6	240

- (a) Annual leave must be accrued prior to use. In extraordinary circumstances, annual leave may be advanced to meet employment needs of the USF system.
- **(b)** Employees may accrue annual leave in excess of the year-end maximum during a calendar year. Employees with accrued annual leave in excess of the year-end maximum as of December 31, will have any excess converted to sick leave on an hour-for-hour basis on January 1 of each year.
- (c) An employee who separates from employment with six (6) months or more of continuous service in an established position will be paid for all unused accrued annual leave hours up to the year-end maximum allowed for the pay plan. Upon reemployment by the USF system within thirty (30) days or upon recall from layoff by the USF system within one (1) year, all annual leave paid at the time of separation may be restored upon repayment by the employee. Upon entering into the Deferred Retirement Optional Program (DROP), employees may elect to be paid up to the year- end maximum of their unused accrued annual leave. If an employee does not select to receive payment for all unused accrued annual leave due at the time of entering DROP, any amount accrued remaining due will be paid upon final separation of employment.
- **(d)** An employee will be paid for unused accrued annual leave up to the allowable maximum upon transfer from an annual leave-accruing position to a non-annual leave-accruing position.
- (14) Compulsory leave provisions will be consistent with the following:
- (a) Medical certification by an approved health care provider will be required.

(b) Notice will be provided to the employee identifying the duration of the leave, the conditions 151 152 for return to the position, and include a designation stating whether such leave will be counted in accordance with any applicable federal or Florida law. 153 (c) The employee may be allowed to intermittently use accrued paid leave during compulsory 154 leave to continue the contributions to State benefits and other expenses. 155 156 (d) Unless agreed otherwise, an employee will be employed in the same or similar status upon 157 completion of the approved leave period and upon receipt of medical certification to return 158 to work. 159 (e) Employees who fail to meet the conditions of the compulsory leave, who fail to obtain medical certification to return to work at the same or similar status as before the leave began 160 and/or are unable to perform duties will be: 161 162 1. Offered part-time employment; 163 2. Placed on unpaid leave or have such leave extended; 164 3. Requested to resign; or 165 4. Dismissed for inability to perform the duties of the position. 166 (15) Employees are provided with twelve (12) work weeks of Family and Medical Leave within a 167 twelve (12)-month rolling period, measured backward from the start date of the employee's requested leave period, in compliance with the Family and Medical Leave Act (FMLA) of 1993 168 169 (Public Law 103-3) and the Final Regulations of the Family and Medical Leave Act of 1993 (29 CFR Part 825), and as may be amended. Eligible employees, including Temporary, are those who have 170 171 worked at least twelve (12) months (these need not have been consecutive) and who have worked at 172 least 1250 hours in the twelve (12) months prior to the leave. Faculty, Administration, and Staff employees may use accrued paid leave for an FMLA event and the use of such leave will be counted 173 174 toward the FMLA entitlement. Leave for Temporary employees under the FMLA is unpaid leave and such unpaid FMLA leave will only be granted through the end of the established appointment 175 period or twelve (12) weeks, whichever occurs first. 176 (16) Employees will be provided with up to six (6) months unpaid parental leave unless the 177 employee already has an established end date prior to that period of time. Non-Temporary 178 179 employees may use accrued paid leave when the employee becomes a biological or adoptive parent

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(17) Employees are provided paid administrative leave as follows, provided that such paid leave will not cause the full-time employee to exceed forty (40) hours during the workweek. Administrative

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182 183 in accordance with these Regulations.

leave is not accrued.

- (a) Administrative leave for jury duty will not cause an employee's total number of hours to
 exceed the number of hours in the employee's normal workday or workweek. If jury duty
 does not require absence for the entire workday, the employee will return to work
 immediately upon release by the court. If jury duty does not coincide with the regular work
 schedule, the employee will be granted administrative leave based on the total hours served
 on jury duty and such leave will be granted on the next scheduled work shift. Any jury duty
 pay can be retained by the employee.
 - **(b)** Administrative leave will be provided to an employee summoned as a witness in a matter not involving personal interests. Administrative leave will not be provided to an employee serving as an expert witness. Witness pay can be retained by the employee.
 - **(c)** Administrative leave for athletic competition in Olympic events will be provided when determined to be in the best interests of the USF system.
 - **(d)** Up to four (4) days of administrative leave will be provided to an employee upon the death of a family member as defined in Section (12)(b)2. of this Regulation.
 - **(e)** Administrative leave will be provided as follows for any official emergency closing of facilities of the USF system. Only employees scheduled to work during the time of the emergency closing will be provided administrative leave. Employees already on approved leave at the time of the emergency closing may not have the approved leave changed to administrative leave. Special compensatory leave will be provided to Staff employees required to perform essential services during the emergency closing.
 - **(f)** When the operation of the USF system will not be adversely impacted, the CAO will approve administrative leave for:
 - 1. Florida Disaster Volunteers.

- **2.** Up to two (2) days for civil disorder or disaster for an employee who is a member of a volunteer emergency response team.
- **3.** Up to two (2) hours for voting in public elections when the employee lives at such a distance that he/she cannot vote during the hours the polls are open or when the employee's regularly scheduled hours are equal to or exceed the hours that the polls are open.
- **g)** When determined to be in the USF system's best interests, the CAO will grant an employee administrative leave:
- **1.** When the employee is under investigation; for a period up to the length of the investigation.

217	2. Between the notice of suspension or dismissal and the effective date of such action.
218 219	3. When the employee's presence in the workplace may result in damage to property or injury to employee or others.
220 221	(18) Military leave and reemployment rights will be provided to Administration and Staff employees consistent with federal and Florida laws.
222 223	(19) Workers' Compensation benefits for an injury compensable under the Florida Workers' Compensation Law will be provided consistent with the following:
224 225 226 227 228 229	(a) A Staff, Administration or Temporary employee will remain in full pay status for a period up to a maximum of forty (40) hours without being required to use accrued leave credits or take leave without pay. If, during that period, the employee receives Workers' Compensation benefits, the employee will reimburse the USF system the amount of the benefits. Such reimbursement will not include payments for expenses related to medical, surgical, hospital, or nursing treatment or payments of disability losses.
230231232	(b) A Staff or Administration employee may elect to use accrued paid leave to supplement Workers' Compensation payments to bring the total amount of compensation up to the employee's regular salary.
233 234	(c) The period of paid or unpaid job-related disability leave will be in accordance with Chapter 440, FS, or any other applicable Florida law.
235236237	(d) When it is determined to be in the best interest of the USF system, an employee who was injured in the workplace will be returned to alternate duty when full recovery is anticipated in a reasonable period of time consistent with these Regulations.
238 239 240 241	(e) If at the end of the leave period an employee is unable to return from leave to work full-time and perform the duties of the position, the CAO will offer the employee a part-time appointment, place the employee on unpaid leave or extend the leave status, request the employee's resignation, or terminate the employee from employment.
242	(20) Learning opportunities for USF system employees include:
243244245	(a) Learning opportunities for Administration and Staff employees involving professional renewal, planned travel, study, formal education, research, writing, or other experience of professional value may include the following:
246	1. Employee development or certification; or
247	2. Leave to pursue educational goals.
248	(b) USF system-approved employee education programs;

249	(c) Attendance at related professional conferences, workshops or seminars.
250	(21) Benefits for an injury compensable under the Florida Workers' Compensation Law and
251	Longshore and Harbor Workers' Compensation Act, 33 U.S.C. §§ 901-950 ("LHWCA") will be provided
252	consistent with the following:
253	(a) A Staff, Administration or Temporary employee will remain in full pay status for a period up
254	to a maximum of (40) hours without being required to use accrued leave credits or take leave
255	without pay. If, during that period, the employee receives compensation under the Florida
256	Workers' Compensation Law or LHWCA, the employee will reimburse the USF system the
257	amount of the compensation. Such reimbursement will not include payments for expenses
258	related to medical, surgical, hospital, or nursing treatment or payments of disability losses.
259	(b) A Staff or Administration employee may elect to use accrued paid leave to supplement
260	Workers' Compensation or LHWCA payments to bring the total amount of compensation
261	up to the employee's regular salary.
262	(c) The period of paid or unpaid job-related disability leave will be in accordance with Chapter
263	440, Florida Statutes, LHWCA, or any other applicable Florida or federal law.
264	(d) When it is determined to be in the best interest of the USF system, an employee who was
265	injured in the workplace will be returned to alternate duty when full recovery is anticipated in
266	a reasonable period of time consistent with these Regulations.
267	(e) If at the end of the leave period an employee is unable to return from leave to work full-time
268	and perform the duties of the position, the CAO will offer the employee a part-time
269	appointment, place the employee on unpaid leave or extend the leave status, request the
270	employee's resignation, or terminate the employee from employment.
271	(22) Benefits for an injury or illness that occurs while in the service of a vessel and is compensable
272	to employees who qualify as "Seamen" under the Merchant Marine Act of 1920, 46 U.S.C. § 30104,
273	also known as the "Jones Act," and general maritime law will be provided consistent with the
274	following:
275	(a) Failure to attend a pre-employment medical exam by a doctor of the USF system's choice
276	and at the USF system's expense and/or truthfully answer and complete a pre-employment
277	heath questionnaire, if required by the USF system, may affect the Seaman's entitlement to
278	compensation under this paragraph.
279	(b) In the event any Seaman is injured or becomes ill, the Seaman may be entitled to
280	maintenance and cure until the Seaman reaches maximum medical improvement ("MMI") as
281	<u>follows:</u>

282	1. Daily maintenance shall be paid at the rate of fifteen (\$15.00) dollars per day; and
283 284 285	2. Cure shall be provided through the State Employee Health Insurance Program. The USF system will reimburse the Seaman for any medical expenses required for the treatment of the injury or illness.
286 287 288	(c) A Seaman who is injured or becomes ill is also entitled to unearned wages for the voyage which shall be paid from the date of the illness or injury until the specific voyage on which the vessel is engaged at the time of the illness or injury terminates.
289 290 291 292 293 294	(d) A Seaman will remain in full pay status for a period up to a maximum of (40) hours after the termination of the voyage in which the injury or illness occurred, or the date of the injury or illness if not on a voyage, without being required to use accrued leave credits or take leave without pay. After the expiration of this period, and in addition to maintenance, the Seaman may elect to use up to eight hours of available accrued leave (sick or annual) per day to be equivalent to his/her salary prior to the illness or injury.
295 296 297 298 299 300	(e) Whenever possible, a Seaman who is released to work by the medical provider with restrictions will be provided an alternate light duty assignment to accommodate these restrictions. The work assignment may or may not be in a related field of work. UNDER NO CIRCUMSTANCES will a Seaman be allowed to resume work on a vessel without a written release as fit for duty from the medical provider and from an authorized member of the USF system.
301 302 303 304 305	(f) If at the end of the leave period a Seaman is unable to return from leave to work full-time and perform the duties of the position, the CAO will offer the Seaman a part-time appointment, place the Seaman on unpaid leave or extend the leave status, request the Seaman's resignation, or terminate the Seaman from employment.
306 307 308 309 310 311	Authority: Art. IX, Sec 7, Fla. Constitution and Resolutions issued by the FL Board of Governors. History: New (BOT approval) 10-05-03, Amended 3-19-09, 6-20-13, 9-14-15 (technical), 12-1-16. Certification: The University of South Florida certifies that it has followed the Florida Board of Governors Regulation Development Procedure and has a record of written notices, comments, summaries and responses as required.

Agenda Item: FL 108

USF Board of Trustees June 8, 2017

Issue: USF Regulation 3.038: Academic Curricular Offerings

Proposed action: Adopt new USF Regulation 3.038: Academic Curricular Offerings

Executive Summary:

BOG Regulation 8.011: (Authorization of New Academic Degree Programs and Other Curricular Offerings) and its most recent clarifying amendments directs university board of trustees to (1) ensure that the university has policies consistent with BOG regulation and applicable accreditation standards for the approval, implementation, and review of all types of academic curricular offerings (i.e., majors, minors, concentrations, tracks, specializations, clusters, certificates and/or any other sub-curricular offerings), and (2) to have policies for new degree programs.

<u>BOG Regulation 8.012: Academic Program Termination and Temporary Suspension of New Enrollments</u> was recently amended to direct university board of trustees to adopt regulations for degree program termination.

Accordingly, Academic Affairs has reviewed the University's current processes to ensure compliance and proposes Regulation 3.038: Academic Curricular Offerings to reflect the requirements of both BOG Regulations 8.011 and 8.012.

As current <u>USF System Policies 10-036</u>: <u>Authorization of New Degree Programs</u> and <u>10-040</u>: <u>Termination of Degree Programs</u> are incorporated into this new Regulation, those two Policies will be repealed upon the adoption of the Regulation.

This new Regulation will result in the following changes:

- Removes concentrations from graduate level diplomas while retaining the concentrations on academic transcripts. (Impacts USF Tampa and USSM only)
- Requires articulation, communication, collaboration and coordination in the development of all curricular offerings as noted above through the Academic Program Advisory Committee and the System Academic Leadership Council.

This proposed Regulation reflects the recommendations of the System Academic Leadership Council.

Financial Impact: N/A

Strategic Goal(s) Item Supports: USF Goal One: Well-educated and highly skilled global citizens through our continuing commitment to student success. USFSP Goal 2: Student Success & Culture; USFSM Goal 1: Student Success

Workgroup Review Date: ACE-May 18, 2017

Supporting Documentation Online (please circle): Yes No

USF System or Institution specific: USF System

Prepared by: Kathaleen Kokotilo, Office of the General Counsel, 813-974-7150



✓USF System □ USF □ USFSP □ USFSM

REGULATION

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Number*:Title:

Title: Responsible Office:

8 Responsible
9
.0 Date of Origin: TBD

Date L

3.038

Date Last Amended: Date Last Reviewed:

Academic Curricular Offerings

*Regulation 3.038 was formerly known as Policy 10-036: Authorization of New Degree Programs and Policy 10-040: Termination of Degree Programs

Academic Affairs

22

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I. PURPOSE & INTENT:

The University of South Florida System Board of Trustees (USF BOT) has the responsibility and authority to approve new degree programs for implementation and to approve for termination, degree programs at the bachelor's, master's, and specialist level for each of the USF System's member institutions (University of South Florida (USF); University of South Florida St. Petersburg (USFSP); University of South Florida Sarasota Manatee (USFS-M)) in accordance with Florida Board of Governors (BOG) Regulation 8.011 and BOG Regulation 8.012.

The BOG has the authority to approve for implementation, new professional and research doctoral degree programs (see Section IV, A for definition). The USF BOT must approve new professional and research doctoral degree programs for submission to the BOG for authorization, in accordance with the criteria outlined in BOG Regulation 8.011.

USF BOT has the responsibility and authority to recommend termination of degree programs at the professional and doctoral level to the Board of Governors in accordance with BOG Regulation 8.012. In its request for termination of a program the University of South Florida System ("USF System") will provide documentation that it has followed its established policies, including those related to faculty affected by program termination, and that there is a plan in place to accommodate any students who are currently active in the program. The USF BOT or the BOG, if applicable, must approve the termination prior to the start of the effective term.

II. <u>STATEMENT OF REGULATION:</u>

The USF BOT is responsible for ensuring that the USF System has policies consistent with BOG Regulation 8.011 and with applicable accreditation standards for the approval, implementation, and review of curricular offerings other than degree programs as defined in Section IV, A-G below.

III. <u>APPLICABILITY AND/OR AUTHORITY:</u>

This Regulation is related to BOG Regulations 8.004, 8.011, 8.012, 8.013, and 8.014. Specifically, BOG Regulation 8.012 states, "Each University Board of Trustee must adopt regulations for degree program termination that are consistent with this regulation, with copies provided to the Board of Governors, Office of Academic and Student Affairs."

IV. DEFINITION OF TERMS:

- A. Degree Program: an organized curriculum leading to a degree in an area of study recognized as an academic discipline by the higher education community, as demonstrated by assignment of a <u>Classification of Instructional Programs (CIP) code by the National Center for Educational Statistics</u>. Each degree program shall have designated faculty effort and instructional resources, and shall include at least one program major, but may have multiple majors. Each degree program is approved at only one degree level. Five degree levels are used in the SUS: Bachelor (B), Master (M), Specialist (S), Research Doctoral (R), and Professional Doctoral (P).
- **B. Major**: An organized curriculum offered within a degree program. A major shall be reasonably associated with the academic discipline within the degree program under which it is offered and shall share common core courses with any other majors within the same degree program. The major is the student's primary field of study. Although in some cases the major and the degree program names are synonymous, only the degree program shall be assigned a CIP Code and shall be included in the State University System Academic Degree Program Inventory. The number of credit hours for a major for each degree level shall be established by the USF System member institution in accordance with State regulations and SACSCOC minimum requirements. The degree program majors are coded within the student information system (SIS) and are recorded on both the transcript and the diploma.
- **C. Degree (Degree Designator):** Specific credential associated with a degree program and associated major(s), coded within SIS and are recorded on both the transcript and the diploma. Examples at each level are shown below:
 - 1. <u>Bachelor Level:</u> Bachelor of Arts (BA); Bachelor of Science (BS); Bachelor of Business Administration (BBA), Bachelor of Information Technology (BSIT); Bachelor of Social Work (BSW), etc.
 - 2. <u>Master Level:</u> Master of Arts (MA); Master of Science (MS); Master of Arts in Teaching (MAT), Master of Public Health (MPH), Master of Public Administration (MPA), <u>Educational Specialist (Ed.S.)</u>, etc.
 - 3. <u>Research Doctoral Level</u>: Doctor of Philosophy (PhD), Doctor of Education (EdD), Doctor of Public Health (DrPH), etc.
 - **4.** <u>Professional Doctoral Level:</u> Doctor of Medicine (MD), Doctor of Physical Therapy (DPT), Doctor of Pharmacy (PharmD), Doctor of Nursing Practice (DNP), etc.
- **D.** Concentration: Any organized set of courses that is offered as part of a major and enhances or complements the degree program to be awarded in a manner which leads to

- specific educational or occupational goals, and/or from different disciplines that provide an interdisciplinary focus. Concentrations are defined by the University with the credit-hour length set in accordance with University policy, except that the number of credit hours shall not equal or exceed the number of credit hours established for a major at the same degree level. Each concentration is coded within the SIS and recorded on the transcript but are not on the diploma.
- **E. Minor:** Undergraduate Only. An academic minor is an optional complement to a bachelor's degree in a particular field, leading to specific educational goals. It requires approximately one-half the upper-level credits required for a major in that field. The department may require the same admission or retention standards as required for the major. Minors are coded within the SIS and recorded on the transcript and the diploma.
- **F.** Track, Specialization, Cluster, etc.: Areas of study within a major or concentration that are less formal and not tracked in the student's record in the SIS or on the diploma.
- **G. Certificate:** An organized set of courses offered as a distinct area of study that leads to specific educational or occupational goals. Certificates may consist of courses that are part of a major or courses that are created outside of a major. The number of credit hours for a certificate shall be set by the each of the USF System member institutions. Certificates are coded within the SIS. Certificates are recorded on the transcript. A certificate of completion is awarded, not a diploma.

V. <u>NEW DEGREE PROGRAMS – DEVELOPMENT AND APPROVAL:</u>

- **A.** As established in <u>BOG Regulation 8.011</u>, the USF System, on behalf of its member institutions, shall submit a new academic degree program pre-proposal for review by the academic program coordination work group established by the Council of Academic Vice Presidents pursuant to <u>BOG Regulation 8.004</u> in order to facilitate collaboration, articulation, and coordination of new academic degree programs across the State University System (SUS). This action must be taken prior to a new degree program under consideration being moved into the one-year category on the USF System annual work plan.
- **B.** Prior to submission of a pre-proposal to the Council of Academic Vice Presidents, all USF System approval processes must be followed, including review by the appropriate councils and committees of the Faculty Senate in each USF System member institution and the USF System Academic Program Advisory Committee (APAC).
- **C.** Once included in the one-year category on the USF System annual work plan a full proposal can be submitted and must be approved by the full USF BOT after review by the APAC and the USF BOT Committee on Academics and Campus Environment

126 127 128	(BOT/ACE), and after all other processes have been followed, including review by the appropriate councils and committees of the Faculty Senates of each USF System member institution.
129 130	D. As specified in <u>BOG Regulation 8.011</u> the following criteria must be considered in the development and approval of new degree programs:
131 132 133	 Consistency of the program with the State University System Strategic Plan, the USF System Strategic Plan and the strategic plans of each of its member intuitions (USF, USFSP, USFS-M), with consideration of:
134	i. Demonstrated need for program graduates
135 136	ii. Demonstration that the program does not unnecessarily duplicate existing SUS degree programs
137	iii. Sufficiency of sufficient financial planning and resources for implementation
138 139	iv. Sufficiency of projected benefit of the program to the University, Local Community and State
140 141 142	v. Maintenance of access and articulation for all programs within the SUS and the Florida College System (FCS) for baccalaureate degree programs, with notification throughout the SUS and FCS as designated by the BOG.
143	2. Institutional Readiness, including demonstration of:
144	i. Ability to implement a high-quality program
145	ii. Curriculum appropriate for the discipline and program level
146	iii. Sufficient qualified faculty
147	iv. Sufficient institutional resources
148 149 150 151 152 153	E. Section 1007.25, Florida Statutes require that baccalaureate degrees not exceed 120 credit hours in length unless approved to do so by the Board of Governors. Approval to exceed 120 credit hours to degree applies to the degree program and each of its majors as defined in BOG Regulation 8.014 for additional information regarding the criteria and process for approval of baccalaureate degree programs to exceed the statutory limit.
154	

155 VI. OTHER ACADEMIC CURRICULAR OFFERINGS – DEVELOPMENT AND 156 APPROVAL:

- **A.** For academic curricular offerings other than a new degree program (majors, minors, concentrations, tracks, specializations, clusters, certificates and/or any other subcurricular offerings, including changes to mode of delivery) each USF System member institution will provide oversight and local approval processes will be followed.
 - **B.** APAC processes will ensure appropriate articulation, communication, collaboration, and coordination in the development of all curricular offerings through review of a *curriculum intent proposal*. When concerns are identified by APAC the *intent proposal* will be referred to the USF System Academic Leadership Council (SALC) for final determination.
 - **C.** An academic curricular offering, as identified in Section VI,A will be included in the appropriate academic student undergraduate/graduate catalog, and may be included in relevant websites and College/School/Department materials, only after consideration of the intent proposal as specified in Section VI,B and approval by the appropriate councils and committees of the Faculty Senate of the USF System member institution proposing the curriculum offering.
- **D.** The criteria specified in Section V,D must be considered in the development and in all levels of approval for all academic curricular offerings.

VII. DEGREE PROGRAM TERMINATION:

- **A.** Pursuant to <u>BOG Regulation 8.012</u>, reasons for terminating degree programs may include but are not limited to the following:
 - 1. Enrollments are no longer sufficient to justify the cost of instruction, facilities, and equipment; or the program duplicates other offerings at the Institution.
 - 2. Faculty or other resources are no longer sufficient to deliver a high-quality program.
 - **3.** The program is no longer aligned with the mission or strategic goals of the USF System and its member institutions (USF, USFSP, USFS-M) or the BOG.
 - **4.** The program no longer meets the needs of the citizens of Florida in providing a viable educational or occupational objective.
 - **5.** Colleges and departments wishing to terminate degree programs will make a good faith effort to assist affected students, faculty, administrative and support staff so that they experience a minimal amount of disruption in the pursuit of their course of

187 188 189 190 191 192	study or professional careers. In all cases, individuals should be notified of the decision to close a program as soon as possible so that they can make appropriate plans. Students who have not completed their programs should be advised by faculty or professional counselors regarding suitable options including transfer to comparable programs. Arrangements should be made to reassign faculty and staff or assist them in locating other employment.
193 194	B. A college or department in any of the USF System member institutions that wishes to terminate a program will prepare a <i>termination proposal</i> that includes, at a minimum:
195	1. A justification for program termination;
196 197	2. A plan to accommodate any students or faculty who are currently active in a program that is scheduled to be terminated;
198 199 200	3. A plan to notify Florida College System (FCS) institutions that the USF System member institution has begun the process of terminating a baccalaureate program so that FCS students may be advised appropriately; and
201 202 203	4. A process for evaluation and mitigation of any potential negative impact the proposed termination may have on the current representation of females and ethnic minorities within the faculty and students.
204 205 206 207 208 209 210	C. College Deans in USF in Tampa or the Regional Vice Chancellor from USFSP or USFS-M will submit proposals for degree program terminations to the appropriate faculty council for approval. Once faculty council approval is obtained, proposals will be forwarded to the institutional chief academic officer for advancement to the APAC, which may then recommend that the USF BOT (through ACE) either authorize termination (in the case of bachelor's, master's, and specialist programs) or recommend that the BOG authorize termination (in the case of professional and doctoral programs).
211212213	D. Upon termination of a degree program, the USF System will notify the BOG, Office of Academic and Student Affairs within four weeks of the USF BOT decision.
214 VIII. 215	TEMPORARY SUSPENSION OF NEW ENROLLMENTS IN AN ACADEMIC DEGREE PROGRAM:
216 217 218 219	A. A degree program that is temporarily suspended for new enrollments remains an active program in the State University System Academic Degree Program Inventory. Students that are already enrolled can continue to progress towards degree completion. A program's temporary suspension for new enrollments can be removed by the USF

220 221	System, on behalf of its member institutions, at any time and the program can begin accepting new enrollments, with notification to BOG staff.
222 E 223 224 225 226 227	When a USF System member institution decides to suspend a program, it must submit a "Request for Temporary Suspension of New Enrollments in an Academic Program" form to the Office of the USF System Provost & Executive Vice President for forwarding to BOC staff to note the change to the State University System Academic Degree Program Inventory and the Statewide Articulation Manual. Reasons for suspending programs may include but are not limited to the following:
228	1. Curriculum is being revised;
229 230	2. Key faculty member(s) have left the USF System member institution and replacements are being recruited for the program;
231	3. Accreditation standards have changed;
232	4. The USF System member institution is reprioritizing its resources and/or efforts;
233 234	5. Student demand for the program has diminished over time and the USF System member institution is re-evaluating the viability of the program.
235 (C) 236 (237 (238 (C) 238 (C) 237 (C) 238 (C) 237 (C) 238 (C) 238 (C) 237 (C) 238 (C) 238 (C) 237 (C) 238 (C) 238 (C) 238 (C) 237 (C) 238	2. A program can be temporarily suspended for new enrollments for up to 9 consecutive terms, including summer. At the end of the 9 th term the USF System, on behalf of each of its member institutions, must notify the Board of Governors' office on the desired course of action for the program; and
239 I 240 241 242 243	O. A plan to notify Florida College System (FCS) institutions that USF System member institution has begun the process of temporary suspension of new enrollments in a baccalaureate program so that FCS students may be advised appropriately. Temporary suspensions of degree programs must be approved in accordance with USF System and its member institution policies prior to the start of the effective term.
244	
245 IX. <u>7</u>	ERMINATION AND SUSPENSION OF OTHER CURRICULAR OFFERINGS
246 A 247 248	For termination and suspension of other curricular offerings, the College/Department must follow the established process as determined by protocols set forth by the Chief Academic Officer of the USF System member institution.
249 F 250 251	3. For purposes of coordination across the USF System, a member institution must notify APAC a minimum of 6 months prior to the termination and/or suspension of other curricular offerings.

252	
253 254	Authority: Art. IX, Sec. 7, Fla. Constitution, Florida Board of Governors Regulations 8.004, 8.011, 8.012 8.013, and 8.014.
255	History: New (BOT approval) TBD.
256 257	Certification: The USF System certifies that it has followed the Florida Board of Governors Regulation Development Procedure and has a record of written notices, comments, summaries and responses as required.

Agenda Item: FL 109

USF Board of Trustees June 8, 2017

Issue: USF Regulation 6.028: Student Government Associations

Proposed action: Amend USF Regulation 6.028: Student Government

Associations

Executive Summary:

The amendment to USF System Student Government Regulation 6.028 reflects necessary change to:

- (1) update the Regulation with current office and administrator titles;
- (2) update SGA eligibility standards; and
- (3) provide for a clear and transparent process to ensure compliance with BOG Regulation 6.104 which mandates formal approval by the BOT or its designee before SGA internal procedures are valid and operational.

For reference, the BOG Regulation 6.104 provides

- (1) Each student government shall adopt internal procedures governing:
 - (a) The operation and administration of the student government.
 - (b) The execution of all other duties as prescribed to the student government by university regulation.
- (2) Upon adoption, such internal procedures shall be approved by the university board of trustees or its designee as deemed appropriate by the board of trustees.

Financial Impact: N/A

Strategic Goal(s) Item Supports: Goal One: Well-educated and highly skilled global citizens through our continuing commitment to student success.

Committee Review Date: ACE-May 18, 2017

Supporting Documentation Online (please circle): Yes No

USF System or Institution specific: USF System

Prepared by: Kathaleen Kokotilo, Office of the General Counsel, 813-974-7150

UNIVERSITY OF REGULATION 1 2 3 4 **✓**USF System □USF □USFSM □USESP 5 6 7 Number: **USF6.028** 8 Title: **Student Government Associations** 9 10 11 12 Student Affairs and Student Success Responsible Office: Date of Origin: 6-10-98 Date Last Amended: 2-11-15 (technical) Date Last Reviewed: 2-11-15 14 (1) The Student Government Associations (SGA) of the University of South Florida System 15 (USF System) are organized and maintained by students as the official representative of the student body with the recognition that ultimate authority for university affairs rests with the Board of 16 17 Trustees, President and/or -designee. 18 (a) The President of the USF System (President) is responsible for the operations and 19 administration of the University, which includes but is not limited to providing purchasing, 20 contracting and budgetary review processes for Student Government Associations. (b) The President has delegated administrative authority for the USF System Campus 21 22 Student Government Associations to the following delegatees as follows (and referred to in the 23 Policy as the "President's designee": (hereinafter referred to as "President's designee") 24 **USF Tampa**: Vice President for Student Affairs and Student Success or designee 25 USF St. Petersburg: Regional Chancellor or designee 26 USF Sarasota-Manatee: Regional Chancellor or designee 27 (c) Each SGA is authorized to make recommendations to the President's designee 28 concerning all University policies, regulations, and operating procedures, which significantly 29 affect the student body and, further, is authorized via each-Student Body President to nominate students to serve on University committees, councils, and boards, which have student 30 31 membership or representation. (d) Each SGA must submit existing and any proposed changes in the SGA governing 32 documents (documents will include all statutes, rules of procedures, standard operating 33 procedures, Student Body Constitution, and the Executive Branch Administrative Code) to the 34 President or the President's designee for review as stipulated below in the sub clauses. No SGA 35 governing documents will be considered in force or enacted until the President or President's 36 37 Designee provides written approval of final documents unless stated otherwise. All existing governing documents must be submitted for annual review by the first day 38 39 of classes of the Fall Semester.

40	II. — All revisions or proposed changes to governing documents must be submitted within
41	one month from the first day of Fall and/or Spring semesters with at least thirty (30)
42	days prior to its intended implementation within SGA:
43	a. All election related governing documents must be submitted thirty (30) days before
44	the first day of class of the semester the rules will be implemented.
45	iii. All rules of procedure, standard operating procedures, and the Executive Branch
46	Administrative Code may be implemented immediately, however, the President and/or
47	the President's designee reserves the right to review and approve or reject them
48 49	(2) Each SGA is authorized to allocate and expend Activity and Service (A&S) fees subject to the line item veto power of the President → and/or President's designee of any item or portion thereof.
50 51	(a) Fees must be allocated and expended for lawful purposes to benefit the student body in general.
52	(b) Each SGA will propose a budget for submission to the President on an annual basis.
53 54	(c) Each SGA shall establish and follow a funding process, which will include guidelines for viewpoint neutrality and specific budget details and requirements.
55 56 57	(d) Information concerning the membership and mission of each student organization must be provided upon request for the President's <u>and/or designee's</u> consideration prior to approval of the budget.
58 59 60	(e) Expenditures of budgeted/allocated A&S funds must be in accordance with <u>Section</u> 1009.24 Florida Statutes. All SGA purchases, contracts, expenditures and disbursements must be reviewed and approved by the President's and/or designee to assure compliance.
61 62 63	(f) All Activity and Service Fees shall be maintained in university accounts. All contracts, memorandums of agreement/understanding, and purchases shall be made in accordance with university rules, and all appointments and payments of personnel shall be made in accordance
64	with University personnel and payment procedures.
65 66	(g) At the end of each university fiscal year, unexpended Activity and Service Fees shall revert to Student Government for reallocation in the subsequent year.
67	(h) The President's President and/or designee requires that SGA officers and appropriate
68 69	University staff undergo periodic training concerning the application of laws and administrative rules to SGA expenditures.
70	(3) Any elected or appointed student government official who has been convicted of a felony
71	shall be immediately suspended from office and temporarily replaced. The President's and/or
72	designee will appoint a temporary replacement if the succession or other established SGA process is
73	unable to produce a replacement. If the conviction or verdict is overturned on appeal, the suspended

student government official will retake the office. If the conviction or verdict is not overturned and 74 75 all rights of judicial appeal have been exercised, waived or expired, the suspension will become a 76 permanent removal. This procedure is distinct from and in addition to the processes of the USF 77 Student Code of Conduct. 78 (4) Registered students may petition for a re-call election on whether an elected or appointed 79 student government official should be removed from office anytime for conduct that falls into any 80 one of the following: 81 82 Malfeasance 83 Misfeasance 84 Nonfeasance 85 Incompetence 86 Neglect of Duty 87 Inability to perform official duties 88 89 Recall elections will be held within 30 business days of the filing of the petition and the officer will 90 be removed upon a majority vote of the students participating in the recall election. 91 (5) To be eligible to serve, an SGA officer whether elected, appointed and/or voluntary must be 92 in good academic standing as defined by the USF System institution and its own governing Student 93 Body Constitution and/or by-laws. All officers, student employees, and student members of the 94 Student Government Association shall be enrolled at the University of South Florida for a minimum 95 of six (6) credit hours as a degree seeking undergraduate student or four (4) credit hours as postbaccalaureate student, shall maintain a minimum cumulative institutional 2.5 grade point average as 96 97 an undergraduate student or a 3.0 grade point average as a graduate student, and must not be under probation, suspension, or expulsion by the University. 98 99 100 Authority: Article IX, Sec. 7, Fla. Constitution, Fla. Board of Governors Regulations 1.001, 6.014; Sections 1004.26, 1009.24, FS. 101 102 History - New (BOT approval) 6-10-98, Formerly 6C4-6.014, F.A.C. Amended 6-1-99, 07-28-05, 12-8-11,

103

2-11-15 (technical).

Agenda Item: FL 110

USF Board of Trustees

June 8, 2017

Issue: USF Educational Plant Survey

Proposed action: Approval of USF Educational Plant Survey

Troposed detroit. Approval of Self-Educational Flant Survey

Executive Summary:

The BOG requires an Educational Plant Survey (EPS) for each University every 5 years. The Survey validates existing campus facility data and verifies facilities needs that are requested in the University's Capital Improvement Plan (CIP). The Educational Plant Survey recommendation is required for a requested project to receive first year PECO funding.

This year the BOG instituted standardized and reduced space factor formulas in order to drive reductions in the need for new space across the SUS. The EPS requires the University to stay within 100% of formula generated need in each space category. Of the 10 categories, two categories were significantly reduced (Research Lab and Office) but only the Office category exceeded the 100% threshold. Projects were created or modified to address this issue and the Eductational Plant Survey meets requirements and is ready for BOT approval.

Financial Impact:

Qualifies CIP projects for potential funding

Strategic Goal(s) Item Supports: 2013-2018 USF Strategic Plan Goals 1-4
BOT Committee Review Date: Academic & Campus Environment May 18, 2017

Supporting Documentation Online (please circle): Yes USF System or Institution specific: USF System

Prepared by: Christopher G. Duffy, AVP Administrative Services

UNIVERSITY OF SOUTH FLORIDA



2016-2017 EDUCATIONAL PLANT SURVEY

FACILITIES INVENTORY VALIDATION: NOVEMBER 15 -17, 2016

SPACE NEEDS ASSESSMENT: APRIL 10 -12, 2017

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USF EDUCATIONAL PLANT SURVEY 2016-2017 APRIL 2017

Educational Plant Survey Team

Survey team members participating in the 2016-2017 Educational Plant Survey at University of South Florida are as follows:

Facilities Inventory Validation

November 15 -17, 2016

Survey Leader

Tamera Baughman

Florida Gulf Coast University

Team Members

Itza Frisco

New College of Florida

Gloria Jacomino

Florida International University

Taylor Jones

Florida Board of Governors

Kenneth Ogletree

Florida Board of Governors

Brittany Farrior

Florida Board of Governors

Shacarra Sigler

Florida Board of Governors

Inventory Validation Facilitators

Elizabeth Clifford

University of South Florida

Louise Wilgus

University of South Florida

Space Needs Assessment

April 10 - 12, 2017

Survey Leader

Gloria Jacomino

Florida International University

Team Members

Tamera Baughman

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Itza Frisco

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I. Introduction

An Educational Plant Survey is required by Florida Statutes for all public educational entities. The State University System requires that, at a minimum of every five years, each university report on their existing facilities and also project its future facilities needs for the next five years.

Definitions and Requirements for the Educational Plant Survey

An Educational Plant Survey is defined in s.1013.01 (8) Florida Statutes, as a systematic study of present educational and ancillary plants and the determination of future needs to provide appropriate educational programs and services for each student based on projected capital outlay FTE's approved by the Florida Board Governors.

The term "educational plant" is defined in s.101301(7) F.S., as those areas comprised of the educational facilities, sites, and site improvements, necessary to accommodate students, faculty, administrative staff and the activities of the educational program.

The term "ancillary plant" is defined in s. 1013.01(1) F.S., as an area comprised of the buildings, sites, and improvements necessary to provide such facilities as vehicle maintenance, warehouse, maintenance, or administrative buildings necessary to provide support to an educational program.

A Survey is required at least every five years pursuant to s. 1013.31 (1) F.S. In addition, 1013.64(4)(A) F.S. requires that each remodeling and/or renovation project, included in the Florida Board Governors Three Year PECO Project Priority List, be recommended in a Survey and that the educational specifications for new construction be approved by the Florida Board of Governors before appearing in the first year of the list.

PECO (Public Education Capital Outlay) Funds are the primary source available to universities for academic and support facilities. By definition, as found in Section 1013.01(16) Florida Statue, a PECO Funded Project is any "site acquisition, site improvement, renovation, remodeling, construction project, funded through this source of revenue and all buildings, equipment, other structures, and educational use area that are built, installed or established must be necessary to accommodate and serve the primary educational institutional program of the University's Board of Trustees".

Surveys may be amended if conditions warrant a change in the construction program. Each *revised* Educational Plant Survey and each *new* Educational Plant Survey supersedes previous Surveys. This report may be amended, if conditions warrant, at the request of the Board of Trustees (s.1013.31(1)(a) F.S.). Recommendations contained in a survey report are null and void when a new Survey is completed.

II. Overview of the Survey Process

The Purpose of the Educational Plant Survey

The purpose of the Survey is to aid in the formulation of five-year plans to house the educational programs and student population, faculty, staff, and auxiliary and ancillary services of the campus. Specific recommendations are provided to assist in the facilities planning process. The Survey should be considered as one element in the overall facilities planning process, which begins with the master planning process, includes the capital improvement element of the Master Plan for the long term physical development of the university, the shorter term Five-Year Capital Improvement Program, and the development of specific building programs prior to submitting a request for funding.

Types of Facilities Addressed in the Survey

The following nine categories of space have been identified as those needed to meet educational program requirements: Classroom, Teaching Laboratory, Study, Research Laboratory, Office, Auditorium/Exhibit, Instructional Media, Gymnasium, and Campus Support Services. These categories are included within the nationally recognized space classifications, as identified within the Postsecondary Education Facilities Inventory and Classification manual, dated May 2006. The need for merchandising facilities, residential facilities, and special purpose non-credit facilities such as demonstration schools, continuing education centers, or dedicated intercollegiate athletic facilities are not addressed within this report. An evaluation of facilities needs associated with these activities would require a separate analysis of demand measures and program requirements.

The Survey Process

The survey process is comprised of two main components: the Facilities Inventory Validation component and the Needs Assessment component. The fieldwork portion of the process is carried out by a survey team, which is directed by the survey leader from one of the university's sister institutions. Other survey team members include an architect from the Florida Board of Governors and professional staff from other universities. A survey facilitator is assigned by the subject university to facilitate logistics, collection of data for inventory validation, development of the survey workbook used by the survey team, coordination of university activities, and final preparation and publication of this document. Significant preparation is necessary before each of the two survey components are carried out. Table 1 identifies the main Survey activities and lead responsibilities.

<u>Table 1</u> Educational Plant Survey Activities

	Responsibility					
Activity	University	Board of Governors	Survey Team			
Establish schedule	✓	✓				
Letter to president		✓				
Dates, procedures, responsibilities, designation of University representatives; determine inventory sample for validation	√					
Identification of existing/proposed "ineligible" space	✓					
Prepare facilities inventory reports (site/building/room reports)	✓					
Coordinate logistics for validation field work	✓					
Perform validation (on-site field work)	✓		✓			
Update inventory based on validation	✓					
Provide established enrollment projections		✓				
Perform formula space needs analysis	✓					
Develop proposed projects & justification	✓					
Develop survey workbook: schedule, mission statement, site data, academic programs, enrollment, space needs, inventory data, project summaries & justifications	√					
Develop comments regarding degree program facility needs	✓					
Develop comments regarding proposed projects (CIP & Master Plan)	✓					
Coordinate logistics for needs assessment field work	✓					
Perform needs assessment (on-site field work): review proposed projects in relation to programs, space needs, data, current inventory, and any special justification	√		4			
Exit meeting	✓		✓			
Prepare initial summary of survey recommendations			✓			
Prepare final summary of survey recommendations	✓					
Prepare written report	✓					
Validate survey		✓				

III. Facilities Inventory Validation

Purpose of Validation

The main purpose of the Inventory Validation component is to ensure that the facilities inventory data, used in the subsequent Space Needs Assessment component, fairly represents the existing facilities available to support educational programs.

Sampling Technique

The Inventory Validation component of the Survey is accomplished by a sampling technique. The sample of buildings and rooms are selected from the Physical Facilities Inventory Report, a mainframe-based inventory system that contains data about sites, buildings, and rooms. Annually, in July, changes in the File are reconciled to specific project activity and submitted to the Board of Governors. The buildings selected for Inventory Validation include all buildings constructed since the last Survey, all buildings affected by major renovation or remodeling, all buildings the university desires to change the designated condition to a satisfactory or unsatisfactory status, and additional buildings necessary to achieve a reasonable representation of all space categories (see Table 2).

An analysis of past legislative appropriations is conducted to ensure that all new buildings and buildings affected by major renovation are included. Table 2 identifies the buildings included in the sample for validation. Facilities inventory reports with room details and schematic floor plans are prepared to aid the Survey Team as they inspect rooms within the selected buildings.

Functions of Survey Team during Validation

The main function of the team is to compare existing conditions, identified by viewing the space, with the reported inventory data. Identification of condition changes, variance in room sizes, and proper room use or space category classifications are the objective of the team. A list of variances is prepared and used to update the facilities inventory. If significant classification errors are detected, a complete inventory validation is scheduled. There were no significant variances identified during this validation process.

The Resulting Adjusted Inventory Data

The resulting inventory file, with any required adjustments, enables preparation of reports used in the Needs Assessment portion of the Survey. Summary reports of building and net assignable space information are included in Section VIII of this report.

<u>Table 2</u>
<u>Buildings Included in Inventory Validation</u>

BLDG	BLDG		
NUM	CODE	BUILDING NAME	GSF
TAMPA	(Main)/U	USF HEALTH Site 0001	
0350	BBP	PAM & LES MUMA BASKETBALL CENTER	56,669
0132	MHF	USF FAMILY CENTER	16,627
0133	NEC	NORTHWEST EDUCATION CENTER (renovations)*	8,000
0120	SUN	SUN DOME	15,000
0116	MDA	USF HEALTH SHARED STUDENT ADMIN BLDG (renovations)*	30,000
		RG CAMPUS (Site 0004)	00,000
2161	FTF	FIRST STREET SOUTH TEMPORARY FACILITY	10,734
2112	SLC	STUDENT LIFE CENTER - ST PETE (renovations/addition)*	20,000
2159	HBR	HARBOR HALL - ST PETE	30,645
2160	USC	UNIVERSITY STUDENT CENTER - ST PETE	92,770
SARAS	OTA-MAI	NATEE CAMPUS (Site 0003)	
3076	SMA	MODULAR RESEARCH LAB #1 - SARASOTA-MANATEE	599
3077	SMB	MODULAR RESEARCH LAB #2 - SARASOTA-MANATEE	599
3078	SMC	MODULAR ACADEMIC OFFICE - SARASOTA-MANATEE	2,520

^{*} Gross Square Feet (GSF) is for the renovated space

IV: The Space Needs Assessment

Objective

The object of the Survey Team during the Space Needs Assessment component is to develop specific project recommendations consistent with approved programs in the Campus Master Plan. The Space Needs Assessment activity includes an evaluation of the following elements:

- 1- projects proposed by the university.
- 2- the results of applying a quantitative space needs model.
- 3- any special justification presented by the university.

University officials provide supporting information and any special justification for the proposed projects to the survey team in the form of a survey workbook and presentations.

Types of Recommendations

The projects proposed by the university include site acquisition, site improvements, renovation, remodeling, and new construction. The projects are presented as part of an overall development plan that include identification of proposed uses of spaces to be vacated as a result of occupying new buildings and the remodeling of existing buildings.

Space Needs Formula

The Space Needs model applied is the State University System Space Needs Generation Formula (formula). The formula was designed to recognize space requirements for a site based on academic program offerings, student enrollment by level, and research programs. A more complete explanation of the formula is provided in Appendix B. The most important measure in the formula is full-time-equivalent student enrollment. Other important measures include positions, research activity, and library materials. The following space categories are included in the formula:

Instructional/Research	Academic Support	Institutional Support
Classrooms	Study Facilities	Office/Computer
Teaching Laboratories	Instructional Media	Campus Support
Research Laboratories	Auditorium/Exhibition	
	Teaching Gymnasium	

Application of the formula results in unmet space needs that are then compared to the effect of proposed projects on the facilities inventory. In cases where the formula does not support a proposed project, the justification provided by the university is considered. Such justification may include the unique space requirements associated with a particular program. In some cases, the proposed facilities meet program requirements that are not addressed in the formula. An example of such a case is a large wind tunnel facility or linear accelerator facility that far exceeds the space allowances provided for in the formula. This type of space is regarded as ineligible to meet the space needs generated by the formula. Similar treatment is given to unique facilities within the existing facilities inventory to ensure that formula space needs are compared to facilities designed to meet those needs

V. Overview of the University

USF Profile

ABOUT THE USF SYSTEM

The University of South Florida System is a large, public 4-year university offering undergraduate, graduate, specialist and doctoral level degrees. The USF System includes three separately accredited institutions: USF; USF St. Petersburg; and USF Sarasota-Manatee. USF includes the main research campus in Tampa, which includes USF Health, and its College of Marine Science in St. Petersburg. All three institutions have distinct missions and their own detailed strategic plans The USF System was formed to bring these three institutions together.

ABOUT USF

Founded in 1956, the University of South Florida opened its doors in 1960 to 2,000 students. Since then, USF has achieved distinction in all areas — academics, sports, research and funding. USF, including USF Health, is located in northeast Tampa, a vibrant metropolitan area. The University serves more than 46,000 students and offers more than 230 degree programs at the undergraduate, graduate, specialists and doctoral levels, including the doctor of medicine.

USF comprises 14 colleges: The Arts, Arts & Sciences, Behavioral & Community Sciences, Business, Education, Engineering, Global Sustainability, Graduate Studies, Honors, Marine Science, Medicine, Nursing, Pharmacy, and Public Health. USF offers more than 180 undergraduate majors and concentrations. Numerous degree programs at the graduate, specialist and doctoral levels, including the doctor of medicine are also offered. USF prides itself on being a high-impact global research university dedicated to student success.

With more than 2,000 faculty members from some of the world's most prestigious universities and research institutions, USF is the university chosen by many of the nation's brightest students. Students come to USF from every state, every U.S. territory, and over 130 countries around the world.

Research and innovation at USF is focused on creating local, national and global solutions to society's most difficult problems. With a strong focus in medical treatment and research, bioengineering, life sciences, and the arts, USF is one of Florida's top three research universities.

A member of the American Athletic Conference, USF competes with NCAA Division 1 Conference rivals in 17 varsity sports.

USF SITES and FACILITIES

Since its inception, USF has endeavored to provide facilities that assist students and scholars in achieving their educational and professional goals.

USF Tampa, including USF Health, is located in Northeast Tampa, one of the fastest growing areas in Tampa Bay. More than 40,000 students attend classes on the Tampa campus, which sits on more than 1,700 acres and includes extensive health and medical learning facilities, residence halls, research facilities, and more.

USF Health is a partnership of the Colleges of Medicine, Nursing, Pharmacy and Public Health. Its research, education and healthcare missions are accomplished with creative educational models, focused on emerging fields of research, and breaking the boundaries of traditional healthcare delivery models to meet the changing needs of a growing community.

USF St. Petersburg is located on the beautiful waterfront in downtown St. Petersburg, an area featuring parks, shops, restaurants, art galleries, museums and performing arts and sports venues. The campus serves more than 4,500 undergraduate and graduate students.

USF Sarasota-Manatee is located on the border of Sarasota and Manatee counties, a vibrant area featuring educational and cultural institutions such as the John & Mable Ringling Museum of Art. The campus offers 44 bachelor's degree, master's degree, and certificate programs to those who have at least an associate's degree.

Mission, Vision, Values, and Goals

Mission

The University of South Florida's mission is to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment.

Vision

The University of South Florida is a global research university dedicated to student success and positioned for membership in the Association of American Universities (AAU).

As Florida's leading metropolitan research university, USF is dedicated to:

- Student access, learning, and success through a vibrant, interdisciplinary, and learner-centered research environment incorporating a global curriculum.
- Research and scientific discovery to strengthen the economy, promote civic culture
 and the arts, and design and build sustainable communities through the generation,
 dissemination, and translation of new knowledge across all academic and healthrelated disciplines.
- Partnerships to build significant locally- and globally-integrated university-community collaborations through sound scholarly and artistic activities and technological innovation.
- A sustainable economic base to support USF's continued academic advancement.

Values

The University of South Florida values:

- · High-quality education and excellence in teaching and learning
- High-impact scholarship, research, and creative activities
- Diversity of students, faculty, and staff
- Affordable and accessible education
- Global research, community engagement, and public service
- Social, economic, and environmental sustainability
- Focus and discipline in aligning the budget with institutional priorities
- A campus life with broad academic, cultural, and athletic opportunities
- Success and achievement of its students, faculty, staff, and alumni
- Shared governance within all components of the institution
- Collegiality, academic freedom, and professional responsibility
- Entrepreneurial spirit, partnerships, and innovation
- Efficiency and transparent accountability
- First-class physical infrastructure and a safe campus environment

Goals

Objectives: the University of South Florida aspires to become (1) one of the top 25 public universities in the nation for high quality undergraduate, graduate, and professional education; (2) one of the top 100 global research universities in developing community and world-changing discoveries, technological inventions, and medical advances; (iii) a leader in improving the quality of community enrichment and increasing employment opportunities in Florida, the United States, and the global economy to ensure student success; and (iv) an organization with an even stronger sustainable economic base, built through continued sound financial management

(1) Well-educated and highly skilled global citizens through our continuing commitment to student success:

- Provide the highest quality, comprehensive, interdisciplinary educational programs and student research opportunities to foster critical thinking and intellectual inquiry through a variety of pedagogical and delivery methods
- Develop diverse, dynamic global citizens and leaders to strengthen communities and improve quality of life
- Enhance opportunities for all students by providing transformational learning —
 including an increased commitment to science, technology, engineering, and
 mathematics (STEM) and health fields that is intellectually, scientifically, and
 technologically sound and produces relevant applied skills and engaged outcomes
- Educate competitive, highly skilled students prepared to excel in the global job market and to make meaningful and lasting contributions to society
- Deliver a globalized curriculum utilizing emerging technologies to increase accessibility and cultural understanding

(2) High-impact research and innovation to change lives, improve health, and foster sustainable development and positive societal change:

- Engage in high-impact research, scholarship, and creative activities that generate new knowledge
- Increase global research opportunities and partnerships at all levels within the university
- Develop strategic interdisciplinary research initiatives that solve critical problems
- Promote community-engaged scholarship and creative activities to benefit all members of society

(3) A highly effective, major economic engine, creating new partnerships to build a strong and sustainable future for Florida in the global economy:

- Pursue entrepreneurial endeavors and partnerships that augment revenue and maximize institutional effectiveness
- Establish mutually beneficial partnerships (internal and external) that enhance student access to academic programs, research, and employment opportunities
- Provide university stewardship that represents the cornerstone of economic and cultural significance for Florida, the nation, and beyond
- Promote a stimulating campus life through diverse academic, economic, cultural, and athletic opportunities

(4) Sound financial management to establish a strong and sustainable economic base in support of USF's continued academic advancement:

- Align budget and fiscal resources with academic priorities that support the recruitment and retention of intellectual talent at USF
- Refine business practices to ensure a strong and sustainable economic foundation for the university
- Promote and sustain a positive working environment, high service quality, and strong staff support through competitive salary structures and professional development opportunities
- Build USF's fundraising enterprise and endowment by completing a comprehensive campaign to support capital projects, endowed professorships and scholarships, and ongoing operating needs
- Expand USF's international identity through design and implementation of a comprehensive, powerful branding campaign
- Expand the commercialization of emerging technologies to enhance regional and state economic development
- Enhance the physical infrastructure of campus through fiscally responsible investments

VI. Academic Degree Programs

The academic degree programs of the University and student enrollment within the programs generate the primary demand for facilities. The approved programs for the University are identified within <u>Table 3</u>.

Table 3 Academic Degree Programs

B=bachelors M=Masters

R=Research Doctorate

P=Professional Doctorate S=Specialist

USF T = TAMPA, Site 0001

USF SM = SARASOTA-MANATEE, Site 0003

USF SP = ST PETERSBURG, Site 0004

CIP	CIP Title	USF T	USF SM	USF SP
03.0104	Environmental Science	BM	-	BM
04.0201	Architecture	M	-	-
04.0301	City/Urban, Community and Regional Planning	M	-	-
04.0401	Environmental Design/Architecture	M	-	-
05.0107	Latin American Studies	M	-	-
05.0201	African-American/Black Studies	В	-	-
05.0207	Women's Studies	BM	-	-
09.0101	Speech Communication and Rhetoric	BMR	_	-
09.0102	Mass Communication/Media Studies	BM	-	В
09.0401	Journalism	M	-	M
09.0499	Journalism, Other	-	-	M
11.0101	Computer and Information Sciences, General	В	-	-
11.0103	Information Technology	BM	В	-
11.0401	Information Science/Studies	M	-	-
11.0501	Computer Systems Analysis/Analyst	M	-	-
11.0701	Computer Science	M	-	-
13.0101	Education, General	-	M	-
13.0301	Curriculum and Instruction	MSR	-	-
13.0401	Educational Leadership and Administration, General	MSR	M	M
13.1001	Special Education and Teaching, General	BM	-	M
13.1004	Education/Teaching of the Gifted and Talented	M	-	-
13.1013	Education/Teaching of Individuals with Autism	M	-	-
13.1101	Counselor Education/School Counseling and Guidance Services	M	-	-
13.1201	Adult and Continuing Education and Teaching	M		

13.1202	Elementary Education and Teaching	BM	ВМ	M
13.1203	Junior High/Intermediate/Middle School Education and Teaching	_	_	M
13.1206	Teacher Education, Multiple Levels	_	_	В
13.1210	Early Childhood Education and Teaching	В	-	_
13.1305	English/Language Arts Teacher Education	BM	М	M
13.1306	Foreign Language Teacher Education	M	-	_
13.1311	Mathematics Teacher Education	BM	-	_
13.1312	Music Teacher Education	BM	_	_
13.1314	Physical Education Teaching and Coaching	BM	_	_
13.1315	Reading Teacher Education	M	_	М
13.1316	Science Teacher Education/General Science Teacher Education	BM	_	_
13.1317	Social Science Teacher Education	BM	-	_
13.1320	Trade and Industrial Teacher Education	M	-	_
13.1401	Teaching English as a Second or Foreign Language/ESL Language Instructor	R	_	_
14.0101	Engineering, General	R	_	_
14.0501	Bioengineering and Biomedical Engineering	MR	_	_
14.0701	Chemical Engineering	BMR	_	_
14.0801	Civil Engineering, General	BMR	_	_
14.0901	Computer Engineering, General	BMR	_	_
14.1001	Electrical and Electronics Engineerin	BMR	_	_
14.1401	Environmental/Environmental Health Engineering	MR	_	_
14.1801	Materials Engineering	M	-	_
14.1901	Mechanical Engineering	BMR	-	_
14.3501	Industrial Engineering	BMR	-	_
15.1501	Engineering/Industrial Management	M	-	_
16.0101	Foreign Languages and Literatures, General	В	-	В
16.0102	Linguistics	MR	-	_
16.0901	French Language and Literature	M	_	-
16.0905	Spanish Language and Literature	M	_	-
23.0101	English Language and Literature, General	BMR	В	В
23.1302	Creative Writing	M	_	-
23.1303	Professional, Technical, Business, and Scientific Writing	_	В	-
24.0101	Liberal Arts and Sciences/Liberal Studies	M	_	М
24.0102	General Studies	В	В	-
24.0103	Humanities/Humanistic Studies	В	_	-
24.0106	General Studies	В	_	-
25.0101	Library and Information Science	M	_	_
26.0101	Biology/Biological Sciences, General	BM	В	В
06.0100				+
26.0102		В	_	_
26.0102	Biomedical Sciences, General Cell/Cellular and Molecular Biology	B R	-	-

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26.0911	Oncology and Cancer Biology	R	_	-
26.1103	Bioinformatics	M	-	_
26.1201	Biotechnology	M	-	-
26.1307	Conservation Biology	-	-	M
26.1399	Ecology, Evolution, Systematics and Population Biology, Other	R	-	_
26.9999	Biological and Biomedical Sciences, Other	MR	_	_
27.0101	Mathematics, General	BMR	_	_
27.0501	Statistics, General	BM	_	_
30.0101	Biological and Physical Sciences	В	_	_
30.1101	Gerontology	BMR	_	_
30.3301	Sustainability Studies	M	_	_
31.0504	Sport and Fitness Administration/Management	М	_	_
31.0505	Kinesiology and Exercise Science	M	_	_
38.0101	Philosophy	BMR	_	_
38.0201	Religion/Religious Studies	BM	1-	_
40.0501	Chemistry, General	BMR	1-	_
40.0601	Geology/Earth Science, General	BMR	_	_
40.0607	Oceanography, Chemical and Physical	MR	_	_
40.0801	Physics, General	BMR	_	_
42.0101	Psychology, General	BMR	В	BM
42.2805	School Psychology	MR	_	_
42.2814	Applied Behavior Analysis	R	_	_
42.9999	Psychology, Other	M	_	_
43.0103	Criminal Justice/Law Enforcement Administration	M	M	_
43.0303	Critical Infrastructure Protection	M	-	_
44.0000	Human Services, General	BM	_	_
44.0401	Public Administration	M	_	_
44.0701	Social Work	BMR	_	_
45.0101	Social Sciences, General	В	В	В
45.0201			1_	В
45.0401	Allullopology	BMR	_	
TJ.U4U1	Anthropology Criminology	BMR	В	В
45.0601	Criminology		B -	ВВ
	Criminology Economics, General	BMR		
45.0601	Criminology Economics, General Geography	BMR BMR	-	В
45.0601 45.0701	Criminology Economics, General Geography Geography, Other	BMR BMR BM R	-	В
45.0601 45.0701 45.0799	Criminology Economics, General Geography Geography, Other International Relations and Affairs	BMR BMR BM R BR		B B
45.0601 45.0701 45.0799 45.0901	Criminology Economics, General Geography Geography, Other International Relations and Affairs Political Science and Government, General	BMR BMR BM R BR BR	- - -	B B -
45.0601 45.0701 45.0799 45.0901 45.1001	Criminology Economics, General Geography Geography, Other International Relations and Affairs Political Science and Government, General Sociology	BMR BMR BM R BR		B B - - B
45.0601 45.0701 45.0799 45.0901 45.1001 45.1101	Criminology Economics, General Geography Geography, Other International Relations and Affairs Political Science and Government, General Sociology Dance, General	BMR BMR BM R BR BR BM BMR	- - - -	B B B -
45.0601 45.0701 45.0799 45.0901 45.1001 45.1101 50.0301	Criminology Economics, General Geography Geography, Other International Relations and Affairs Political Science and Government, General Sociology Dance, General Graphic Design	BMR BMR BM R BR BR BM BMR		B B - B
45.0601 45.0701 45.0799 45.0901 45.1001 45.1101 50.0301 50.0409	Criminology Economics, General Geography Geography, Other International Relations and Affairs Political Science and Government, General Sociology Dance, General	BMR BMR BM R BR BR BM BMR -	- - - - -	B B B - B -

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50.0703	Ant History Criticism and Componentian	DM	I	
50,0001	Art History, Criticism and Conservation	BM	-	-
E0 0002	Music, General	R	-	-
50,0000	Music Performance, General	BM	-	-
F1 0000	Visual and Performing Arts, Other	В	-	- D
51 0201	Health Services/Allied Health/Health Sciences, General	В	- D	В
51 0202	Communication Sciences and Disorders, General	- D	В	-
51.0204	Audiology/Audiologist	R	-	-
F1 0701	Audiology/Audiologist and Speech-Language Pathology/Pathologist	BMR	-	-
51.0010	Health/Health Care Administration/Management	BM	-	-
51 0013	Physician Assistant	M	-	-
F1 100F	Athletic Training/Trainer	M	-	-
51.1201	Clinical Laboratory Science/Medical Technology/Technologist	В	-	-
F1 2001	Medicine	P	-	-
	Pharmacy	P	-	-
F1 0001	Pharmacy, Pharmaceutical Sciences, and Administration, Other	M	-	-
	Public Health, General	BMR	-	-
	Behavioral Aspects of Health	R	-	-
	Public Health, Other	M	-	-
	Physical Therapy/Therapist	P	-	-
	Vocational Rehabilitation Counseling/Counselor	M	-	-
	Rehabilitation Science	R	-	-
	Medical Informatics	M	-	-
	Registered Nursing/Registered Nurse	BM	-	-
	Nurse Anesthetist	M	-	-
	Nursing Science	R	-	-
	Nursing Practice	P	-	-
	Business/Commerce, General	BM	В	В
	Business Administration and Management, General	BMR	BM	M
	Accounting	BM	В	ВМ
	Business/Managerial Economics	_	-	В
52.0701	Entrepreneurship/Entrepreneurial Studies	M	-	В
52.0801	Finance, General	BM	В	В
52.0901	Hospitality Administration/Management, General	_	BM	_
EQ 1101	International Business/Trade/Commerce	В	-	В
FO 1001	Management Information Systems, General	В	-	В
EO 1401	Marketing/Marketing Management, General	ВМ	В	В
EO 1400		+	l	1
	Marketing, Other	В	_	_
EQ 1EQ1	Marketing, Other Real Estate	В	-	-

VII. Analysis of Student Enrollment

Student enrollment is the single most important measure used to develop facility requirements for a university. Enrollment is measured using full-time equivalent (FTE) enrollment. Each FTE is equivalent to 30 credit hours per academic year for undergraduates and 24 credit hours for graduates. First, FTE enrollment is reported by site, and then all enrollment not requiring facilities is deducted to determine the Capital Outlay FTE (COFTE). The level of enrollment used for survey purposes is the level for the fifth year beyond the year the survey is conducted. For this survey, the projected enrollment used is for academic year 2016-2017.

The University's Board of Trustees approved the University Work Plan which includes planned enrollments for the next five years. This data was provided to the survey team and was used in the survey. <u>Table 4</u> identifies the Statutorily Required Enrollment Plan (based on State-Fundable Florida FTE; 30 & 24 credit hours taken) see Note under tables for the respective 2016 USF System Work Plans.

<u>Table 4</u> Enrollment Plan

2016 UNIVERSITY WORK PLAN



UNIVERSITY OF SOUTH FLORIDA - TAMPA

Site 0001

FINAL - JUNE 2016

ENROLLMENT PLANNING

Planned FTE Enrollment Plan by Student Level

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Planned Annual Growth
	ACTUAL	ESTIMATE	PLAN	PLAN	PLAN	PLAN	PLAN	PLAN	Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	10,096	10,039	10,069	10,099	10,129	10,160	10,190	10,221	0.3%
UPPER	15,307	15,184	15,215	15,245	15,276	15,306	15,337	15,367	0.2%
GRAD I	3,972	3,815	3,884	3,954	4,025	4,098	4,171	4,246	1.8%
GRAD II	1,256	1,153	1,174	1,195	1,217	1,239	1,261	1,284	1.8%
TOTAL	30,631	30,192	30,342	30,494	30,647	30,802	30,960	31,119	0.5%
NON RESIDENT									
LOWER	1,110	1,331	1,333	1,336	1,339	1,341	1,344	1,347	0.2%
UPPER	1,067	1,326	1,329	1,331	1,334	1,337	1,339	1,342	0.2%
GRAD I	1,206	1,443	1,469	1,496	1,523	1,550	1,578	1,606	1.8%
GRAD II	877	925	942	959	976	994	1,011	1,030	1.8%
TOTAL	4,260	5,025	5,073	5,122	5,171	5,222	5,273	5,325	1.0%
TOTAL									
LOWER	11,205	11,370	11,402	11,435	11,468	11,501	11,534	11,568	0.3%
UPPER	16,374	16,510	16,543	16,576	16,610	16,643	16,676	16,709	0.2%
GRAD I	5,178	5,259	5,353	5,450	5,548	5,648	5,749	5,853	1.8%
GRAD II	2,133	2,079	2,116	2,154	2,193	2,232	2,272	2,313	1.8%
TOTAL	34,891	35,217	35,415	35,615	35,818	36,024	36,232	36,443	0.6%
NOT STATE FUNDA	ABLE								
LOWER	578	588	589	570	561	552	543	534	-1.9%
UPPER	364	352	353	353	354	355	356	356	0.2%
GRAD I	651	677	690	702	715	728	741	754	1.8%
GRAD II	24	58	59	60	61	62	63	65	2.0%
TOTAL	1,617	1,675	1,691	1,685	1,691	1,697	1,703	1,709	0.2%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Note*. The Planned Annual Growth Rate is a compounded rate based on the following formula: (2021-22 value divided by the 2016-17 value) to the (1/5) exponent minus one.

Medical Student Headcount Enrollments (E&G Funded)

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Annual Growth Rate
MEDICAL DOCTOR	ATES								
RESIDENT	438	430	415	415	413	406	406	406	-0.4%
NON-RESIDENT	53	74	74	74	74	74	74	74	0.0%
TOTAL	491	504	489	489	487	480	480	480	-0.4%



UNIVERSITY OF SOUTH FLORIDA - TAMPA

Site 0001

FINAL - JUNE 2016

Planned FTE Enrollment by Method of Instruction (for all students at all campuses)

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 PLAN	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN
UNDERGRADUATE							
Distance (80-100%)	5,732	5,918	6,830	7,359	7,580	7,807	8,041
Hybrid (50-79%)	588	452	406	188	190	192	194
Traditional (0-50%) Subtotal GRADUATE	22,410 28,729	22,195 28,565	21,285 28,521	21,273 28,820	21,108 28,878	20,936 28,935	20,758 28,993
Distance (80-100%)	1,563	1,611	1,803	1,851	1,907	1,964	2,023
Hybrid (50-79%)	210	224	180	63	64	64	65
Traditional (0.50%) Subtotal	5,674 7,447	5,884 7,719	6,004 7,987	6,159 8,073	6,248 8,218	6,338 8,366	6,429 8,517

Note: Full-time Equivalent (FTE) student is a minusure of instructional activity that is based on the number of credit hours that students arread. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the decct instruction of the course is delivered using some form of behaviology when the divident and instructor are separated by time or space, or both (per 1009 24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per 500S data element 2052). **Traditional refers** to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials to no more than 49% of instruction (per SUDS data element 2052).



UNIVERSITY OF SOUTH FLORIDA — SARASOTA-MANATEE

Site 0003

FINAL - JUNE 2016

ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Annual Growth
	ACTUAL	ESTIMATE	PLAN	PLAN	PLAN	PLAN	PLAN	PLAN	Rate*
STATE FUNDABLE			200	100.00					
RESIDENT									
LOWER	338	393	410	429	448	468	489	511	4.5%
UPPER	1,072	1,157	1,210	1,264	1,321	1,380	1,442	1,507	4.5%
GRAD I	115	141	147	154	161	168	175	183	4.5%
GRAD II	0	0	0	0	0	0	0	0	N/A
TOTAL	1,525	1,691	1,767	1,846	1,930	2,016	2,107	2,202	4.5%
NON RESIDENT									
LOWER	22	32	33	35	36	38	39	41	4.5%
UPPER	41	55	57	60	62	65	68	71	4.5%
GRAD I	7	14	15	16	16	17	18	19	4.5%
GRAD II	0	0	0	0	0	0	0	0	N/A
TOTAL	71	101	105	110	115	120	126	131	4.5%
TOTAL									
LOWER	361	424	443	463	484	506	529	553	4.5%
UPPER	1,113	1,212	1,267	1,324	1,383	1,445	1,510	1,578	4.5%
GRAD I	122	155	162	169	177	185	193	202	4.5%
GRAD II	0	0	0	0	0	0	0	0	N/A
TOTAL	1,596	1,791	1,872	1,956	2,044	2,136	2,232	2,333	4.5%
NOT STATE FUNDA	ABLE								
LOWER	4	6	6	7	7	7	8	8	4.5%
UPPER	41	28	29	31	32	33	35	36	4.5%
GRADI	6	7	7	7	8	8	8	9	4.5%
GRAD II	0	0	0	0	0	0	0	0	N/A
TOTAL	51	41	42	44	46	48	51	53	4.5%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Note': The Planned Annual Growth Rate is a compounded rate based on the following formula: (2021-22 value divided by the 2016-17 value) to the (1/5) exponent minus one:



UNIVERSITY OF SOUTH FLORIDA — SARASOTA-MANATEE

Site 0003

FINAL - JUNE 2016

Planned FTE Enrollment by Method of Instruction (for all students at all campuses)

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 PLAN	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN
UNDERGRADUATE							
Distance (80-100%)	725	722	743	875	919	965	1013
Hybrid (50-79%)	46	62	33	8	8	8	8
Traditional (0-50%)	709	663	743	787	818	852	885
Subtotal	1,480	1,446	1,519	1,670	1,745	1,825	1,906
GRADUATE							
Distance (80-100%)	30	32	44	51	54	56	59
Hybrid (50-79%)	5	6	6	2	2	2	2
Traditional (0-50%)	99	97	78	110	113	118	123
Subtotal	134	135	128	163	169	176	184

Note: Full-time Equivalent (FTE) sludent is a measure of instructional activity that is based on the number of credit flours that students enrull. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Hybrid is a course where 50% to 75% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per 500S data element 2002). Traditional refers to permanly face to face instruction utilizing some form of technology for delivery of supplemental course materials for no more than 45% of instruction (per SUDS data element 2052).



UNIVERSITY OF SOUTH FLORIDA — ST. PETERSBURG

Site 0004

FINAL - JUNE 2016

ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Planned Annual Growth Rate*
STATE FUNDABLE		COTHERE	1.0011	1041	1 10 11 1	1000	10111	1 6/11	rane
RESIDENT									
LOWER	1,190	1,293	1,358	1,424	1,484	1,512	1,573	1,636	3.8%
UPPER	2,253	2,154	2,264	2,355	2,447	2,520	2,621	2,726	3.8%
GRAD I	420	416	432	450	468	486	506	526	4.0%
GRAD II	0	0	0	0	0	0	0	0	N/A
TOTAL	3,863	3,863	4,054	4,229	4,399	4,519	4,700	4,887	3,8%
NON RESIDENT									
LOWER	49	62	64	67	70	72	75	78	4.0%
UPPER	66	80	83	86	89	93	97	101	4.0%
GRADI	13	16	17	17	18	19	19	20	4.0%
GRAD II	0	0	0	0	0	0	0	0	N/A
TOTAL	128	157	164	170	177	184	191	199	4.0%
TOTAL									
LOWER	1,240	1,355	1,422	1,491	1,554	1,585	1,648	1,714	3.8%
UPPER	2,319	2,234	2,347	2,441	2,536	2,613	2,718	2,826	3.8%
GRADI	432	432	449	467	486	505	525	546	4.0%
GRAD II	0	0	0	0	0	0	0	0	N/A
TOTAL	3,991	4,020	4,218	4,399	4,576	4,703	4,891	5,087	3.8%
NOT STATE FUND	ABLE								
LOWER	31	37	38	39	41	43	44	46	3.7%
UPPER	50	54	40	42	43	45	47	49	4.1%
GRAD I	8	9	8	8	8	9	9	9	2.4%
GRAD II	0	0	0	0	0	0	0	0	N/A
TOTAL	89	99	86	89	92	97	100	104	3.8%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Note*. The Planned Annual Growth Rate is a compounded rate based on the following formula: (2021-22 value divided by the 2016-17 value) to the (1/5) exponent minus one.



UNIVERSITY OF SOUTH FLORIDA — ST. PETERSBURG

Site 0004

FINAL - JUNE 2016

Planned FTE Enrollment by Method of Instruction (for all students at all campuses)

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 PLAN	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN
UNDERGRADUATE							
Distance (80-100%)	1,347	1,228	1,172	1,179	1,226	1,275	1,326
Hybrid (50-79%)	37	67	82	39	39	40	40
Traditional (0-50%)	2,688	2,537	2,386	2,460	2584	2,688	2,798
Subtotal GRADUATE	4,072	3,832	3,640	3,678	3,850	4,003	4,164
Distance (80-100%)	154	183	203	203	211	220	228
Hybrid (50-79%)	0	4	19	3	3	3	3
Traditional (0-50%)	234	242	219	235	252	262	273
Subtotal	387	428	441	441	466	485	504

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national detention, which divides undergraduatic credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 persent of the freef instruction of the misses is delivered using some form of technology when the shafest and instruction are separated by time or space, or both (per 1009-24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instruction are separated by time or space, or both (per 3003-data element 2002). **Traditional** refers to primarily face to face instruction utilizing some form of fechnology for delivery of supplemental course materials for no more than 49% of instruction (per SUDS data element 2002).



Table 4a
FTE Enrollment By College/Discipline Academic Year 2015-2016

Charles and	Exertific	(specialis)	(god) (undable	(matrix	Fredship.	dema-	Ugan.	riends	Gried 6	Green
tology/c-p	111	ir)	111.	FR	111	Grant STE	lates FIE	Gross FTE	Semi-Fit	FIE
Marine L. D. Fange										
12-Art & Somon 1202 - Art & Somon										
TORS - ANTHORY SECURIS	78.5	197.1	340	1547 2674	19430	2645	31.10	3947	27,06	1140
COT - INTEGER OF A MAY THE CONTROL OF T	18.40 18.40	584		- 4	72.0	18.60	5.80		- 1	74.6
1216 - GLUMOLILLAN & MORO BALLY	910.5	401.00	-	4100	125.75	W42.58	4/1.5	215	10.46	672.6
22H - RYYGAATI A KOLOGY	200.0	Lk559	2.7	15.00 15.00	485	490.0	140/4	-215)	90,54 71,90	- F40.8
TATUS - CO-CAMPATON TO DY - COMMUNICATION TARRESPONDE	750-49	211.75	3.79	15.00	1241.7.1 48.2.51	757.63	274.75	1.0	71,00	1817
2229 (1930)2004	172.00 342.00 201.00 201.00	20,45 67.1 204.64	20 40.7	23.93	1344,90	18235	107.10	28.29	79-10 41-94	482.6 3201.6 660.7
CARL-Tendital (entrarge) SER -00VE entrarge bonds series	29.84	260.19	19.75	16.00	84156 892.75	289.65	201.0	20.66	E3.90	MC/F
CONTRACTORS.	363,29	145,99	73.00	10.00	286.70	315.4	346.9	73,840	10.09	205
20 MANAGER CINCIA SUBIL	19936	120.08	8.59 4.37	547	266.75	212.4	0.0	303 430	-0.67	265. 265.6 185.6
1241 - WORLD LANGUAGES	923 _4045	20129	77/22	1520	79,25	44/45	217/36	36.15	13	313/3
1247 - MARIE COMMENSATIONS	362	27%4	177.50	539	390.16	37.80	705 S	26/6	0,19	765.6
Communication of the Communica	-1225.31	16.15	22.00	85.09	1977,05	12792.00	16.6		53,05	Jakes
1251 - PHL050PHY	201.60 554.91	TEL S	5.49 5.49	29.50	373.59 394.40 295.71	12192.00 2016.75 666.21 144,0	140.0	3.0	#2.50 #2.50	-077.5
1281 - PROJECTOR	17(1)	511.5		69,81	295.21	144.1	3964	7.66	90.97	2154
1286 - POSIÇATIVA 1286 - REVENINA MILDER		1124	45.00 E.F	1.75	28236	(0.1)	111/4	8.7	1.04	21AA
THE WOLLDS	945 34.5	129,49	131	182	25A79	VE 41	211.7	3,43	15.75	216.5
128 (Francisco)	260	11470	334 314 314	14.14	26A 15 26A 15 46 / 36 63 6 66	987.41 284.5 7726.64	- DAG	66	16.19	410.6
Tox 12 Ant Exercise	:085LA7	4776.16	33447	49437	The Paris	7796.03	4019.75	347,65	100.00	1555
R-barks:			-							
14 - Burney Magney (GAM) (FF) 1421 - Burney Magney (GAM) (FF) 1421 - WARD	0.00	30.78	-45/20	1234	78.635	- 77	20.70	35.55	547 586	1407
M21-GUNCAUC	Argent	284.69	15.0	- 2	190	- 0	3342	- 0	200	300.4 8.8
	0.29	272.50 390.01	HAD	1.0	50,0	20	307,00	- 35.6	13.20	543.0
1406 - MARKETING 1407 - NIVO SYNTANS & QUURONONS	21.75	7500	200.475	23 75	1296.11	1517	914.7	177.61	25,31	11326
DELL GRACUATE ADVISIVE DIGIT LE GUIRRES	.0		10.09	2.09 27.48	2004		- 1	727/19	0.03	47.1
	78438	1555.94	19247	77.48	2000	34236	2014/8	789.11	3.4	2711.4
17-Triantro										
2701 - COS DEMAS USERS	- 20	9	140	2.00	1549	0	- 0	377	3.08	30.3
TELL - EDI MICA SI PES À PESIÀNO. TELL - EDI MICOLINE COPILATICA:		- 44			45	- 0	- Al		- 0	- 14 A
1714 - Tayloring and Captions	75.20	110.4	182.0	56.18	992.00	31/1/09	111.7	19120	793/96	790.7
The lander course said the extense of	This	-334	1927	27,72	(305,3)	76.5	1.00	104.50	9.3	3967
1721 - ORLOW DISTANCIARITY RESCHAE		30,58	0.18	1.0	4110 201	- 0	12,5	110.00	1,07	71.5
1715 - Transmisse and Properties of Souther 1716 - Lautement Communication Common and Southern St. 1721 - College State (Southern Southern St. 1721 - State (Southern Southern	LM	477	823		13.96	845	910	414	0.19	14.1
1726 - MEGAL EDICATION	-0	13-25	7 J.M.	0.75 5.40	17.8	- 1	18-29	5.25		15.4
1710 - ADULT CARRIES & HICHIER (I)	0	1,79	529	11/8	19,47	14	100	9.47	17.90	18.8
THE READER CONCATON	10	-0	9.29 Gen 8.20	- 5	3.65	- 2		141	- 0	26.2
Transport Country Transport Country Transport Country	17454	724.77	49000	218'06	2A24	1944	726.6	2.6 2.6 30.7 4.00.0	7/0	74.7 1576.7
	17934	745.71	10000	2111,04	Dans	1,044	1,01,00	100	27323	115/16/7
21 - Prefrencing		10.0	00)		1000					- 11.5
23 - Professore 7101 - CRUTHU OF HIGHERIES 2101 - PULLTERN & NOW IN STRUCT 2104 - CRUT & WINDOWS & STRUCT 2104 - CRUT & WINDOWS & STRUCT	340	11,6	1/4.00	- 15	11,34 18(A.2) 34(A)	2636	-114 VIA.01	115.45 56.46	-15.79	11.2 1881 643
2104 - CONT & SWINN JANUARY & CHOICE	25,86	200.00	44.3	14.50	341.57	2635	194.5	34.0	20,25	395.3
2135 - MEDWASA, DIGHTERNS 2135 - ELETTICAL ENGINEERS	813		197.13	1/20	395-W 415-38	7633	1064	171.56	71.00 71.00	375.7 500.7
TITS METHODAL ENTRY IN THE TOTAL PROPERTY OF TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE	- 0	254.03	25.7	267	286/36	- 0	757.2	3140	75/0	904.D
State 21 - Engineering	11.6.50	425.15 1170.46	37.5	49,00	241237	184	1007.00	16.75	203.89	6154 7304
					20.38.77		71072			7000
26 - Arts:	-67,6	371/8	10.25	- 68	413/07	17,57	913	= 0.0	5.00	490,1
2409 - CVAN-SCHOOL OF THISATILL 2409 - CVAN-SCHOOL OF THISATILL 2404 - CVAN-VCHOOL AND BUILD HIS SOME	17 DW	20,510 20,510	124 1435		18438 143-0	12871	71 (0) 250:4	23.75	0	1943
2404 - CVRA 90HOOL ART & MET HESTON	1554	75545 86.74	- 1935	- 9	345.59	190.00	1000	73.73	- 30	407,6
Section CVM SCHOOL OF SANCT	18.25		- 0	- 0	10.00	25.5	-		0	-
JARR-AVITORIUS	90/8	5.70	_ HEE	3.75	190,50	460.75	155	154.5	5.84	312
line Million	40.0	124/12	2054	3.79	184799	461.75	Mean	GIUS	5,84	IARLS
S. More Sorte. Zill - Market 1: 14/3:					100	30			-	-
pop - Market (= 3 +/3) Tichr Jo - Market (percent)	3500 7500	5-79	73535 24.18	98,97 84,97	364	21.61	7.0	2836	94.25 - 34.25	8.7
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20-month College 2000 - Hotel College Trace 28 Ownstry College	32.0	19949	1620		30.5	323	TASE	16.75	-	792
Trible 28 Hamsen Callege			1825	- 9	29.65	38.8	THE	18,29	. 0	न्य
	37,15	335.48	7 (600.00							
	37,15	125.48	- 100	_		_				
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In Commence Court Student 6000 C Manuface County (County 6000 C Manuface County 6000 C Annother County 6000 C Annother County 6000 C Annother 6000 C County 6000 C C	37, W	-E. 20 0 14.74 0 71.77 14.77 74.77	the control of the control	6 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	21/75 1894 28/81	3/3 543 1962	100 100 100 100 100 100 100	0	0 0 0 0 0 0 0 0 0 0	21.0 2.0 11.0 11.0 11.0 11.0 11.0 11.0 1
In Contemporation Stations Fig. 12 and Condense Stations Fig. 13 and Condense Fig. 13 and Fig. 13	37, W	4.10 4.14 0		5 10 10 10 10 10 10 10 10 10 10 10 10 10	2 1,75 1,654 3,674 1,654 3,654	3/3 543 1962	214 214 214	0 0 0 0	000 00 00 00 00 00	13, 1904 1907
In Commence Court Student 6000 C Manuface County (County 6000 C Manuface County 6000 C Annother County 6000 C Annother County 6000 C Annother 6000 C County 6000 C C	37, W	-E. 20 0 14.74 0 71.77 14.77 74.77	the control of the control	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	21/75 1894 28/81	3/3 543 1962	100 100 100 100 100 100 100	0	000 00 00 00 00 00	23, 290,0 990,0

ins at memorial Ansatybee										
S - National & Community Investigation of the Community Invest										
RUI-RMR SBAYS G-REE	456	118.39	20.0	7.0	38276	- 9	0.29	27.54	2.59	14
AD MALPMENT & PERCHANNET ET	0.00	53,05	DEAD	13.17	217.50	5214	135.4	14737	13.19	
650 - Grone Scarces & Drumbers	-81	10000		82.6	450.31	-8.9	36.2 38.19	112.66	57.9	- 40
EQ-Committee	- 0	MCE	112/19	12.14	SEE 11	0	644.00	95.25	19,19	3
EQUIPMENT OF STATE OF		19609	329	1848	274.79	12/85	- 821.W	3.71	19,19	- 21
ORBA - Nortal World	10	72.3	43.18	163.16	789.75		100.00	129	2,34	- 90
tol: 58 -Bifovota & Untointy Solveo	2)1.56	100 M	175.77	163.16	71696.77	7,643	150.98	496.64	317.59	100
CHARGORE DEL-COLLOR OF MISCONAPS GHISL										
EXT-COLLEGE OF MEDICAN'S GHICL.	- 4		JANA	-3820	-311456			1,80,81	3140	-16
CONTRACTOR CONTRACTOR STATE	- 0	- 9	222	- 9	3.5			- Q.84 - (24.5)	- 0	-
SLD - DEMARKACAT OF ANALOWS	- 2	-	22.54	- 4	22.0	- 0	- 1	59514	-0.13	
THE PRODUCTION OF SECURITION	10	- 4	9.73	0.5c	-92.50	- 0	- 3	3256 5673 LTA	0.61	
DIL-DEWITMENT OF BOULDMERN DIA-DEWITMENT OF WID MIDSC	- 7	- 1	36.72	0.00	37.50	- 0	- 7	1.14	0.01	-
\$18 - DEPARTMENT OF PADHOLOGIC	10	- 0	(2,4)	2.09	59.5	9		2941	0.00	
ILIT-DEWYTMENT OF PANISHMENCHI	- 4		- 4		- 1	- 4	- 0	- 5	0.23	
TELEBRITARIA O DESCRIPTO ELE	- 0	- 0	5.07	5.47	0.32	0		447	0.32	
CA - DEWARDARY OF VED-MICK: LIT - DEWARDARY OF PANER MEDICAL LIT - DEWARDARY OF PANER MEDICAL LIT - DEFENDENCY OF PANE	- 0	- 3	1.31	Dire	0,22 4.81 5.89	- 9	- 9	447	0.94	_
DA - DEPARTOR ON THE STATE OF T	- 10	- 3	- 131	aure	1,00	- 0	- 7	-	0,019	-
D.M. DEPWATOLDSY C.M. ATHERS, THANKS PRODUMM	1220	15.0	503	- 10	283	19,319	18.6	7355	- 0	-
ER-MINIS A HERAM	- 10			[E.k.09	753,000	.0		-0	393.09	U
UAS ABONDOS DE BIOMEDICA, SCHINGIE	- 4	-0	-0.59	.146	75 M	- 4	0	72(4)	181	
TWO -PAULTET THE LANGES OF COMMUNICATION.	Q		73.50 20.44	16.78	81.16	. 0	- 0	2525 2525	2.3	
EM - MODICALAN MERCAE	- 0	- 9	- WAS	15.4:	41.04	- 0	- 9	2013	25.81	
DE OWNER OF STREET	505	-0	23,4	3.90	14,22 12	51.15	- 4	2836	530	-
Eller A PHILITY PROMISES INCLUDED AND AND AND AND AND AND AND AND AND AN	.0	- 4	427	200	14	- 9	- 9	5.19	531	
Nor 61 - Madicine	12.50	10.0	41634	142.0	790,02	94.50	ine	346.6	26.49	-
	-				- Frank					
U-tury										
BOT-MARRING FACIALTY MONIBLES	090,8	1001104	383.56	- *	1276.64	187	105.00	4200	98	154
SON - READING TODOIC MICTOR MICE	10	-0	5.66	- 0	-5.94	- 0	4	426.25	.0	
one sy-twenty	26.5	497.03	383.54	- 30	1277.20	315,21		42.7		139
o - Marriage	-	-				-			-	-
in Manualy God - Trumbo			134	73.00	25.31	- 0		2.56	28.00	
Time 64 (Progrady	- 6	- 0	1.74	16.80	23.81	- 0	- 0	213	23.00	=
A PART MATERIAL OF THE SEASON AS A STANKING OF THE SEASON AS A SECOND	23.85		-		-			- 30.31		- 41
AND CONCERNS OF THE TRANS	17.5	470.0	20.4	11.56	48.5	73.7	136.90	723,57	7.0.6	
MEL DON'T OF ENVIRON & DOCHEMEN.	- 3	180	1000		200.04	- 3		73,37	11.00	-3
MON-DEPT OF HISA THORITON IN THE LAND.		100.20	10.56 14.56	A.60	265.5	- 0	146.5 64.09	71.91 96.14	15/15 19/25	10
CONTROL OF THE PARTY OF THE PAR		-	-	_		-	1000	2000	-	-
PROPERTY AND ADDRESS OF THE PROPERTY A	-60.75	UPS 4.8	34, 116	1900	625,776					
HOS - DEPARTMENT OF GLOBAL HEIGHTS.	60.70	DRIGHT DRICTS	2.4	13,496	654.79 263.79	H.54	1907	COM!	- 10/19	- 77
AND I COMMONING OF THE BOMP. AND DEPTH OF BOMP OF BOM	- 60	197,74	15.00 165.04	1849 (149 (150	363,01	20.25	1005	142.45	1015 4675	- 17
Sector COUNT IN 1000 & FAM HARRY THE MICH - PERSONNELLY OF SULEAU HEIGHTS. From Ed - Predict market From 5001 (AUR THOSE)	1.7	DELAN DELTA TERLAN	2.4	13,496	367/14	- 01	100/34	COM!	- 10/19	- 17
THE DOCT - WIR THEE+	- 60	197,74	15.00 165.04	/150	363,01	20.25	1005	142.45	1015 4675	- 17
Tree 10001 AUR Trees	E-12.14	197,74	85.04 86.04 847.3	/150	36,31 36,57 36,90,36	20,25 9957,16	10/56 11/62 12/71/8	142.45	1015 4675	27 277
Trick 0001-UE Terms	- 60	167.76 1124.86 1284.06	15.00 165.04	/150	263,00 1673,70 264,90,30 75,50	20.25	11/4/52 12/7/10/	142.45 4454.73	1015 4675	377
Trick 0001-UE Terms	E-12.14	147.46 142.46 12.84.68	95.00 967.10 1947.10	/150	203,00 167476 20430.16 75.06	20,25 9957,16	10/15/ 11/4/52 12/7/16/ 6/16 9/19	#42,45 #452,73	1015 4675	377
Trick 0001-UE Terms	E-12.14	HT/T4 T12CH 12.0400 H-12 50.90 51.00	95.64 85.54 847.6 1947.6 41.9 5.64	/150	263,00 1673,70 264,90,10 75,50	20,25 9957,16	11/4/52 12/7/10/	442,45 449,72 449,72	1015 4675	277
TOTAL TO THE SECONDARY THE SECONDARY TO THE SECONDARY TO THE SECONDARY THE SECO	East 10 70 70 R	107.74 107.81 108.40 10.50 60.50 60.00 60.75	95.00 967.00 947.00 417.00 417.00 417.00 417.00	/150	265,74 364,954 264,954 7529 851 42,07 30,09	20,25 9957,16	111462 111462 127748 6.18 11.75 54.76 6.46	462.65 A462.73 A462.73 A462.73 A46 A46	10.154 (0.254) (10.04)	277 277 277
TOTAL TO THE SECONDARY THE SECONDARY TO THE SECONDARY TO THE SECONDARY THE SECO	Esta Balantia	##7.74 1124.00 12.84.00 ##.25 50.90 64.03 #5.75 #1.00	95.00 39.71.0 37.00 41.0 41.0 41.0 41.0 41.0 41.0 41.0 4	/150	265,00 166,74 204,96,34 7529 81,76 42,07 41,20 41,20	20.24 20.24	1005 11062 120700 631 9178 94.78 84.89	442,45 449,72 449,72	1015 4675	277 277 277
Trans Did Treate Instern A STATE A Treate A ST	Esta Balantia	97.74 1124.80 12.84.00 60.33 50.90 61.00 81.00 77.80	95.00 39.71.0 37.00 41.0 41.0 41.0 41.0 41.0 41.0 41.0 4	/150	265,00 166,74 204,96,34 7529 81,76 42,07 41,20 41,20	20 20 20 20 20 20 20 20 20 20 20 20 20 2	1005 11062 120700 631 9178 94.78 84.89	462.65 A462.73 A462.73 A462.73 A46 A46	10.154 (0.254) (10.04)	277 277 277
To do veste ment. **Electric Collectric Temps **Electric Collectric Collect	East 10 70 70 R	##7.74 1124.00 12.84.00 ##.25 50.90 64.03 #5.75 #1.00	95.00 967.00 947.00 417.00 417.00 417.00 417.00	/150	265,74 364,954 264,954 7529 851 42,07 30,09	20.24 20.24	111462 111462 127748 6.18 11.75 54.76 6.46	462.65 A462.73 A462.73 A462.73 A46 A46	10.154 (0.254) (10.04)	277 277
The Control of States States	Exist 10 10 10 10 10 10 10 10 10 10 10 10 10	107.74 1124.49 1284.68 1284.68 40.29 50.90 40.79 41.00 17.66 770.90	95.00 39.71.0 37.00 41.0 41.0 41.0 41.0 41.0 41.0 41.0 4	/150	20,51 HA74 2048.34 F139 F139 41,20 41,20 2	20 - 20 - 20 - 20 - 20 - 20 - 20 - 20 -	1005 11062 120700 631 9178 94.78 84.89	462.65 A462.73 A462.73 A462.73 A46 A46	10.154 (0.254) (10.04)	277
The day visited materials A region (AC) 1-48 accorded from AC - CONTROL (AC) 1-4	Exist 10 (10 (10 (10 (10 (10 (10 (10 (10 (10	10174 11248 12840 6-22 5096 6-78 6-78 6-78 6-78 770-97	95.00 39.71.0 37.00 41.0 41.0 41.0 41.0 41.0 41.0 41.0 4	/150	7526 817 7526 817 4217 5126 4127 5126 8127 5126 8129	20 - 20 - 20 - 20 - 20 - 20 - 20 - 20 -	10/15/ 11/16/2 12/7/16/ 61/16/ 91/18/	20.46 442.47 4454.73 20.46 43.17 3.46 4.3 3.46 4.3 3.46 4.3 3.46 4.3 3.46 4.3 3.46 4.3 3.46 4.3 3.46 4.3 3.46 4.3 3.46 4.3 3.46 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4	10.154 (0.254) (10.04)	277 277 277 3 3 4 312 313
The day visited materials A region (AC) 1-48 accorded from AC - CONTROL (AC) 1-4	Exist 10 (10 (10 (10 (10 (10 (10 (10 (10 (10	107.74 112.48 129.40 6.22 55.95 61.08 65.75 61.00 770.95	95.00 39.71.0 37.00 41.0 41.0 41.0 41.0 41.0 41.0 41.0 4	/150	7526 817 7526 817 4217 5126 4127 5126 8127 5126 8129	20 - 20 - 20 - 20 - 20 - 20 - 20 - 20 -	10/15/ 11/16/2 12/7/16/ 61/16/ 91/18/	462.65 A462.73 A462.73 A462.73 A46 A46	10.154 (0.254) (10.04)	277 277 277 3 3 4 312 313
The day visited materials A region (AC) 1-48 accorded from AC - CONTROL (AC) 1-4	Exist 10 10 10 10 10 10 10 10 10 10 10 10 10	10174 11248 12840 6-22 5096 6-78 6-78 6-78 6-78 770-97	1/30 30-1,0 30-1,0 1/30 4,1,0 4,0 4,0 4,0 4,0 4,0 4,0 4,0 4,0 4,0 4	/150	35.50 36.57 36.93 5.50 8.1 42.07 30.39 41.39 31.39 51.59 51.50 51.50 51.50 51.50 51.50	20 20 20 20 20 20 20 20 20 20 20 20 20 2	11/15/2 11/16/2 12/7/16/2 0/17/16/2 0/17/2 0	242.75 A42.75 A42.75 C2.44 4.17 0 0 0.2	10.154 (0.254) (10.04)	277 277 277 3 3 4 312 313
The day visited materials A region (AC) 1-48 accorded from AC - CONTROL (AC) 1-4	E-150 E-	107.74 112.48 129.40 6.22 55.95 61.08 65.75 61.00 770.95	95.00 39.71.0 37.00 41.0 41.0 41.0 41.0 41.0 41.0 41.0 4	/150	263,01 36,676 26,493,96 36,1 41,26 3	9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	11/15/2 11/16/2 12/7/16/2 0/17/16/2 0/17/2 0	20.46 442.47 4454.73 20.46 43.17 3.46 4.3 3.46 4.3 3.46 4.3 3.46 4.3 3.46 4.3 3.46 4.3 3.46 4.3 3.46 4.3 3.46 4.3 3.46 4.3 3.46 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4	10.154 (0.254) (10.04)	37
The day visited materials A region (AC) 1-48 accorded from AC - CONTROL (AC) 1-4	10 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	107.74 112-L85 128-L06 128-L06 128-L06 17.00 17.	5/34 36/10 5/34 41/3 40/4 7/10 6 6 7/10 7/10 7/10 7/10 7/10 7/10 7/10 7/10	/150	263,01 364,03 264,03 264,03 261,03 41,26 261,03 261	51.2 8917.11 51.2 0 0 2 0 2 44.37 44.37 6 2 44.37 6 2 44.37 6 2 44.37 6 6 7 7 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	100 Sel 110 Sel 1267 Aud 1267 Aud 110 Sel 110 Sel 110 Sel 110 Aud 110 Sel 110	242.45 442.45 442.45 443.45 443.46 44	10.154 (0.254) (10.04)	277 277 277 31 31 31 31 31 31
The Control of States States	10 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	107.74 112-L85 128-L06 128-L06 128-L06 17.00 17.	#2.50 89.1.0 1/36 4.1.1 1.50 4.1.1 1.50 4.1.1 1.50 4.1.1 1.50 4.1.1	/150	263,01 364,03 264,03 264,03 261,03 41,26 261,03 261	51.2 8917.11 51.2 0 0 2 0 2 44.37 44.37 6 2 44.37 6 2 44.37 6 2 44.37 6 6 7 7 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	100 Sel 110 Sel 1267 Aud 1267 Aud 110 Sel 110 Sel 110 Sel 110 Aud 110 Sel 110	242.45 442.45 442.45 443.45 443.46 44	10.154 (0.254) (10.04)	277 277 277 31 31 31 31 31 31
The dat Pedac meets A 1997 - 12 Amend Educate A 1997 - 12 Amend Educate 14 Amend Educate 152 - 12 Control 10 153 - 13 Control 10 154 - 13 Control 10 155 - 13 Control 10	E.S. SA	167.7 d 112-139 128-108 128-108 150-98 161-09 171-00 171-0	1/8 1/8 1/8 1/8 1/8 1/8 1/8 1/8	/150	25.54 36.67 26.49.34 73.29 8.1 41.29 41.29 23.29 85.20 85.20	917.0 917.0 917.0 9.0 9.0 9.0 9.0 9.0 9.0 9.0 9.0 9.0 9	11/15/2 11/16/2 12/7/16/2 0/17/16/2 0/17/2 0	#4577 HARVEST AND	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	277 277 277 277 277 277 277 277 277 277
The day residence in the control of	E.S. SA	107,74 112,446 112,446 112,8446 112,8446 114,00 11,00	5/34 36/10 5/34 41/3 40/4 7/10 6 6 7/10 7/10 7/10 7/10 7/10 7/10 7/10 7/10	/150	25.54 36.67 26.49.34 73.29 8.1 41.29 41.29 23.29 85.20 85.20	917.0 917.0 917.0 9.0 9.0 9.0 9.0 9.0 9.0 9.0 9.0 9.0 9	11 (19) (19) (19) (19) (19) (19) (19) (1	242.45 442.45 442.45 443.45 443.46 44	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	277 277 277 277 277 277 277 277 277 277
The dat Pedac meets A 1997 - 12 Amend Educate A 1997 - 12 Amend Educate 14 Amend Educate 152 - 12 Control 10 153 - 13 Control 10 154 - 13 Control 10 155 - 13 Control 10	10 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	BITTER 122 FARE 122 F	1/8 1/8 1/8 1/8 1/8 1/8 1/8 1/8	/150	25.50 16.67 204.0.4 17.20 18.1 16.20	51.2 8917.11 51.2 0 0 2 0 2 44.37 44.37 6 2 44.37 6 2 44.37 6 2 44.37 6 6 7 7 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	12977.0.00 \$1,2977.0.00 \$1,2977.0.00 \$1,129 \$1,129 \$1,129 \$1,129 \$1,129 \$1,120	#4577 HARVEST AND	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	37 277 277 3 3 4 4 22 3 3 3 3 3 3 3 3 3 3 3 3 3 3
The day residence in the control of	E-120	BITTER 122 FARE 122 F	1/8 1/8 1/8 1/8 1/8 1/8 1/8 1/8	/150	25.50 16.67 204.0.4 17.20 18.1 16.20	50 50 50 50 50 50 50 50 50 50 50 50 50 5	12977.0.00 \$1,2977.0.00 \$1,2977.0.00 \$1,129 \$1,129 \$1,129 \$1,129 \$1,129 \$1,120	#4577 HARVEST AND	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	31 270 270 31 31 31 31 31 31 31 31 31 31 31 31 31
The Control of Section 1 of Sec	E.S. SA	107,74 112,446 112,446 112,8446 112,8446 114,00 11,00	11-80 9-87-9 11-80 4-11-1 5-9-4 7-9-7 47-9 47-9 47-9 47-9 47-9 47-9	/150	25.50 16.67 204.0.4 17.20 18.1 16.20	917.0 917.0 917.0 9.0 9.0 9.0 9.0 9.0 9.0 9.0 9.0 9.0 9	12977.0.00 \$1,2977.0.00 \$1,2977.0.00 \$1,129 \$1,129 \$1,129 \$1,129 \$1,129 \$1,120	#4577 HARVEST AND	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	31 270 270 31 31 31 31 31 31 31 31 31 31 31 31 31
The Control of Section 1 of Sec	1	10/17/6 11/2/48/ 12/2	1/8 1/8 1/8 1/8 1/8 1/8 1/8 1/8	/150	25.10 16.10 20.49.34 20.49.34 20.29 41.30 40.30 40.	50 50 50 50 50 50 50 50 50 50 50 50 50 5	19 (150) 10 (15	0.34 445,75 445,75 445,75 445,75 445,75 445,75 445,75 445,75 445,75 45,7	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	27 27 27 3 3 3 3 3 2 2 2
The de Person March 1 Project Marriage 1 (March 1 Project Marriage 1 (Marriage 1 March 1 Project Marriage 1 (Marriage 1 March 1 Project Marriage 1 (Marriage 1 Marriage 1 (Marriage 1 Marriage 1 Marria	E-10 (C)	107.74 107.44 10	## ## ## ## ## ## ## ## ## ## ## ## ##	/150	25.50 26.48.34 26.48.34 26.17 36.27 36.27 36.28 36.24	907.11 907.11 55.3 0 0 0 0 2.5 44.76 44.76 2.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3	10 (150 m) (15	(C.A) 442,675 4416,75 (C.A)	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	27 27 27 3 3 3 3 3 2 2 2
The de Person March 1 Project Marriage 1 (March 1 Project Marriage 1 (Marriage 1 March 1 Project Marriage 1 (Marriage 1 March 1 Project Marriage 1 (Marriage 1 Marriage 1 (Marriage 1 Marriage 1 Marria	2.00 (107.74 107.44 10	11-80 9-87-9 11-80 4-11-1 5-9-4 7-9-7 47-9 47-9 47-9 47-9 47-9 47-9	/150	25.50 26.48.34 26.48.34 26.17 36.27 36.27 36.28 36.24	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	10 (150 m) (15	01.44 445,75 445,75 445,75 214 4.6 211 211 211 21 21 21 21 21 21 21 21 21	20 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	27 27 27 3 3 4 3 3 3 3 3 3 3 3
The Continues of the Co	1	BELTA 13 CAPE 13 CAPE 13 CAPE 15 CAPE 16 CAPE	## ## ## ## ## ## ## ## ## ## ## ## ##	/150	25.50 26.48.34 26.48.34 26.48.34 30.29 30.20 30 30.20 30.20 30.20 30.20 30.20 30.20 30.20 30.20 30.20	50.2 9007.11 9007.11 50.2	1917-1918 11-1917-1918 12-197-1918 12-197-1918 12-197-1918 13-197-1918 13-197-1918 13-197-1918 13-197-1918 13-	0.34 445,75 445,75 445,75 445,75 445,75 445,75 445,75 445,75 445,75 45,7	20 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	27 27 27 3 3 4 3 3 3 3 3 3 3 3
The Continues of the Co	2.00 (BET.FIE 122-LIPE 122-	5.50 10.10 17.80 18.10 17.80 18.10 18.	/150	25.50 26.48.34 26.48.34 26.48.34 30.29 30.20 30 30.20 30.20 30.20 30.20 30.20 30.20 30.20 30.20 30.20	50 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	10 (150) 10 (15	GLAS ANGUES ANGU	20 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	27 277 277 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3
The de Person March 1 Project Marriage 1 (March 1 Project Marriage 1 (Marriage 1 March 1 Project Marriage 1 (Marriage 1 March 1 Project Marriage 1 (Marriage 1 Marriage 1 (Marriage 1 Marriage 1 Marria	2.00 (BTLT6 102-129 102-129 102-129 102-129 102-129 103-129	## ## ## ## ## ## ## ## ## ## ## ## ##	/150	25,514 26,474 27,264 27,264 21,177 24,177	0 3 2 3 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	1915 15 16 16 17 16 17 16 17 16 17 17 18 18 18 18 18 18 18 18 18 18 18 18 18	(C.A.)	20 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	27 277 277 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3
The Continues of the Co	2.00 (INT. IN THE STATE OF THE STATE	### ### ### ### ### ### #### #### ######	/150	25,514 26,474 27,264 27,264 21,177 24,177	0 3 2 3 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	10 mm 1 m	(C.A.)	D. 35 (1994)	270 270 270 270 270 270 270 270 270 270
The Continues of C	1	INT. IN THE STATE OF THE STATE	5.50 10.10 17.80 18.10 17.80 18.10 18.	/150	25,511 15,12 M 26,13 M 27,228 31,17 42,17 41,28 51,28 53,29 53,20 53,	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1915-0 (1915-1915) (1915-1915) (1915-1915) (1915-1915) (1915-1915-1915) (1915-1915-1915) (1915-1915-1915-1915-1915-1915-1915-1915	CAM HISTON CAM	20 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	270 270 270 270 270 270 270 270 270 270
The Cold Content of Temper KE (1997 - 102) Assessed Education HE COLD COLD COLD HE COLD HE COLD COLD HE C	1. (C.) (C.) (C.) (C.) (C.) (C.) (C.) (C.	10 L M 1 L M	### ### ### ### ### ### #### #### ######	/150	263,511 264,74 2	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1915-0 (1915-1915) (1915-1915) (1915-1915) (1915-1915) (1915-1915-1915) (1915-1915-1915) (1915-1915-1915-1915-1915-1915-1915-1915	(C.A.)	D. 35 (1994)	277 277 277 273 273 273 273 273 273 273
The cold visited interests For ONG unit Through For ONG unit Through For ONG unit Through For ONG unit Through For Interest Interest Interests For Int	5 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	10 L M 1 L M	### ### ### ### ### ### #### #### ######	/150	25,511 15,12 M 26,13 M 27,228 31,17 42,17 41,28 51,28 53,29 53,20 53,	20 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1915-0 (1915-1915) (1915-1915) (1915-1915) (1915-1915) (1915-1915-1915) (1915-1915-1915) (1915-1915-1915-1915-1915-1915-1915-1915	CAM HISTON CAM	D. 35 (1994)	277 277 277 273 273 273 273 273 273 273
The Cold Content of Temper KE (1997 - 102) Assessed Education HE COLD COLD COLD HE COLD HE COLD COLD HE C	1. (C.) (C.) (C.) (C.) (C.) (C.) (C.) (C.	10 L M 1 L M	### ### ### ### ### ### #### #### ######	/150	30.00 (30	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1915-0 (1915-1915) (1915-1915) (1915-1915) (1915-1915) (1915-1915-1915) (1915-1915-1915) (1915-1915-1915-1915-1915-1915-1915-1915	GLAM 541,75 A 101,00	D. 35 (1994)	277 277 277 273 273 273 273 273 273 273
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The Cold County of The Cold Cold Cold Cold Cold Cold Cold Cold	5 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	10 L M 1 L M	### ### ### ### ### ### ### ### ### ##	/150	30.00 (30	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1915-0 (1915-1915) (1915-1915) (1915-1915) (1915-1915) (1915-1915-1915) (1915-1915-1915) (1915-1915-1915-1915-1915-1915-1915-1915	02.84 MFF, 7.5 MFF, 7	D. 35 (1994)	27 27 27 27 27 27 27 27 27 27 27 27 27 2
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1708 - Central Tillia Section Nell 17 - Hospitaliny & Village Commons	- 0	lares			120	- 9	LE COMM	35.6	- 4	239
to 5003-US faranti-Minute	119.21	200.95	111400	862	1344.77	F44.50	7967, 75	(21.2)	0.60	137
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Re-Geril - USA' CL. Pelietsberg	4									
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201 - ARTS AND SQUARES - COM	6.25	12799	9	9	- 9-3	9.49	16	- 0	. 0	- 5
20st -WATHINGPELLERY	- 60	73.40	.009	- 3	-	70.05	1910	2.25	- 4	. #
AD HELLOT ALF-DEMISTRE	2330	920.5	9,75	- 9	101.00	110.0	13/12	0.5	- 0	- 11
217 - CHANGEN AT CAT CAT	100.49	- 14	9,25	- 9	150	433	1.9	272	.0	- 11
221 - CHAMPACKETS*	139	- 4	-	- 3	236	144	2.10	- 0	- 4	
229 - (Delta) - (Congression)	347	12149	13.79	- 1		75.41		10.44	- 0	
224 - ENVERONMENTAL SCHOOL INCOMES	1.0	3.75	0.10	- 3	714.7 52.84	101	13/13/8	0.44	- 0	-21
29 - DECUDER	0.25	2.29	0.25	- 2		73.75		- c	- 3	_
226 - DECUSOT 227 - GECOMBET	13.89	10.63	145	- 8	44.75	35.4 35.4	123	265	- 0	-
231-00VT&INTERNATIONAL BYAIR	1.54	34,79	0.14	- 3	19.54	1,57	15.04	4.0	- 0	- 3
ZIS - HISTORY	912	317	1.5	125	323	1624	51.75	996	0.09	-
28T-HUMANITERA CLITTURA STUDIO	7.0	- 4	- 3	. 7	700	7.2		- 0	10	
289 - WOMEN'S & GENDER SPLEIRES	2.0	5.40	- 4	- 9	7,316	2.5 (61.65	-1.50	- 2	- 0	
2KI - WERED LANDUAGES	93.0	344	- 4	- 0	19,43	95.03	3.08	0		110
24 - MTROCKINGNAM ARTIVIC 247 - Mass Communications	- 0		3.17	7	5.0		3.1	-2.13	- 0	- 1
247 - Makin COMMILINIOATION:	30,0	(CLE)	11.76		172%	10.79	(61.9	22,71		:13
249 - MATHEMATICS & SPATERICS	3/15		100	- 7	3975	763	- 0	3.13	.0	Lie
25L-PHILOSOPHY	192	1.1	264	2:25	7225	13.2	A72.	0.04	0.09	- 2
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Mis-COOLST	:221-29	100.45	14.77	0.19	1450,740	741.44	- 8	96,89	0.15	-110
A. H. ACIA STREET	:721-75	200,41	28.17	2.18	1479,74	781.54	-/9	90.88	0.14	190
I-lone:	1	_	-	_		-	_	_		_
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ACE MANAGEMENT		2679	12.A0	- 2	111/12	- 0	19.00	59,34	- 0	- 13
Har-Millington)	. (0	ALW	2.71	- 6	34.5	- 6	-0.79	-245	.0	
HET - NEO SPETENS & DECUSION SO.	13.34	, Bb(18	3670	- 7	3940	13.75	91,69	38.09	0	- 1
HE CENTER FOR ENTERHONEUPSHI		FL/T	445	- 3	29.1	- 0	22.49	-8.75		-3
ins 14 hyman	Sheep	340,62	BELD	- 9	107.14	39165	他工作	18074	- 70	- 7
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WIL-COLDSWIS OFFICE	160		-		15545	16.2	- 4	-	- 4	
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PAIL-SPICIAL EDWATION	3/1	355.74	9.24	- 3	73.2%	3.65	60,14	37.7	- 4	- 7
O D HOUSE MALKEN & ROLLEY DOX	22.70	18.50	81.22	1.15	72.40	22.63	18.50	70.64	0.15	7
tts: 17-Ethaniey	31.6	78156	1944	- 0.40	390,20	52.04	204,19	37,3	- D.Ad	- 10
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NOT JOYA SCHOOL MIT & ART HISTORY	37.89	72.5	4,54	- 10	52.89	37.2	22.36	⊆ M	- 1	9
Sea Se-Ane	17,00	22.9	0.91	9	10.10	(7.2	22.19	-2.40	- 0	- (0
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1 - N. February Compto		-	-		707.0	-	-	-		-
RTS- 25 DEVELORABLE	2	59,43 454	1874	- 9	343.77	3673	38,50	34	- 0	15
MWINDS SECRED STATE			-3	- 9	4,54	- 4		- 0		
LTF - For Till of Avgillation	- 4	2348	12.54	- 9	0,49	9.79	2,63	10.84	- 9	15
USE \$1St. Well-study Carryon	- ×	200	0.00		38.36	-	59.29	-2.45	-	- 0
II - benauro 4 common liseros	1	_	\rightarrow	_	$\overline{}$		_	\rightarrow		
HIGO - Committee Section Section 1	24		-	- 1	34	- 13	-	-	74	
HSQ-Crymningy	2.5	61.6	-	- 3	614	- 0	12.50	- 1	-0	- 7
SIGN - Sout Al Worth	1 9	441	124	- 3	546	- 3	444	1.43	0	-
other Set - Bethavior and Community Security Securities	22	On Chi	103	- 3	175.40	236	57:00	-27	- 0	- 3
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								-		
CIZ-LIVE in Limitation:										
2 - Arti & Sciences		-								
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Pile 12 - Arti & Sources		- 1		· 419	- 429			- 6	0.09	
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VIII. Inventory of Existing Sites and Buildings

The overview of the university includes a general description of the sites where educational program activity is carried out by the university. This section provides information about buildings located at the sites.

The building information provided in <u>Table 5</u> includes Status, Condition, Assignable Square Feet (ASF), and Gross Square Feet (GSF). Status identifies a building as permanent or temporary based on structural materials and life expectancy. A permanent building is a facility of either non-combustible or fire resistive construction designed for a fixed location with a life expectancy of more than 20 years. A temporary building is usually of wood frame type construction with a life expectancy of less than 20 years.

Building condition/space condition identifies whether space is satisfactory or unsatisfactory for its intended use. Determination of condition is based on the last survey validation and any changes proposed by the university and concurred with by the survey team. Space considered satisfactory is suitable for continued use. Unsatisfactory space is space that does not meet the university's standards or requirements for effectiveness. Space considered unsatisfactory can be classified by the university as one of four types of space:

- a) <u>Unsatisfactory space with no requested action, and scheduled for continued use as is.</u>
- b) Unsatisfactory space the university is requesting to renovate or remodel.
- c) <u>Unsatisfactory space to be terminated from use.</u>
- d) Unsatisfactory space scheduled for demolition.

Unsatisfactory categories a) and b) remain in the space inventory and if the sum of these categories exceeds 20% of the total existing space inventory, survey requests for actions on some of this space must take a higher priority than new construction. Appendix D should summarize the university's total share of unsatisfactory space.

The size of building spaces is provided as ASF, Non-ASF or GSF. Building ASF refers to the sum of all areas on all floors assigned to or available to be assigned to and functionally usable by an occupant or equipment to directly support the program activities of the occupant. Building Non-ASF refers to the sum of all areas on all floors that are not available for program activities, such as circulation areas, custodial space, and mechanical areas. GSF is the sum of floor areas included within the outside faces of exterior walls and spaces covered by an overhang.

The assignable space within educational buildings accommodates instructional, academic support, and institutional support functions of the university. As indicated within the Space Needs Assessment section, the following types of assignable spaces accommodate these functions:

Instructional/Research	Academic Support	Institutional Support
Classrooms	Study Facilities	Office/Computer
Teaching Laboratories	Instructional Media	Campus Support
Research Laboratories	Auditorium/Exhibition	
	Teaching Gymnasium	

<u>Table 6</u> is the list of the University's sites. Included in the table are only those sites located on land which the university leases from the State of Florida, owns, or land leased for a long term to the university on which buildings have been constructed by the university. Title to State land is vested in the Internal Improvement Trust Fund for the State of Florida. Other entities are entered on the site list as occupying land subleased by the University to them.

Table 5

Building Inventory Report

UNIVERSITY OF SOUTH FLORIDA SITE 0001 - USF TAMPA BUILDING INVENTORY

ONIVE	KSIII	QF 3	UNIVERSITY OF SOUTH FLORIDA SITE OOUT - USF IN	- USF IAMPA BUILDING INVENTORS	NG INVENT	JKI	-		
	BLDG	BLDG		BULLDING		OCCUPY		ASSIGN	NON-ASSIGN
SITE	NOM	ABBR	BUILDING NAME	STATUS	BLDG COND	YR	BLDG GSF	SF	SF
0001	1000	ALN	JOHN & GRACE ALLEN BUILDING	PERMANENT	SATISFACTORY	1960	75,302	39,472	28,555
0001	0005	CHE	CHEMISTRY BUILDING	PERMANENT	SATISFACTORY	1960	77,371	41,185	28,139
0001	0003	SVC	STUDENT SERVICES BUILDING	PERMANENT	REMODELING C	1960	194,547	124,998	48,371
0001	0002	TAT	THEATRE 1	PERMANENT	REMODELING C	1961	22,936	18,532	2,663
0001	9000	СРТ	CENTRAL PLANT	PERMANENT	SATISFACTORY	1960	24,160	2,300	20,434
0001	8000	RKO	KOSOVE HALL	PERMANENT	SATISFACTORY	1961	101,272	920'99	20,959
0001	6000	PPA	USF POST OFFICE	PERMANENT	SATISFACTORY	1960	10,554	4,766	2,295
0001	0010	FAH	FINE ARTS BUILDING	PERMANENT	REMODELING C	1963	130,653	59,845	55,614
0001	0011	RAE	ARGOS BUILDING "E"	PERMANENT	SATISFACTORY	1960	6,011	3,823	1,358
0001	0012	UPB	UNIVERSITY POLICE BUILDING	PERMANENT	SATISFACTORY	1958	13,200	7,864	2,415
0001	0015	WLH	WELL HOUSE - WELL #2	PERMANENT	SATISFACTORY	1960	218	0	180
0001	0016	SWA	SEWAGE PUMPING STATION #1	PERMANENT	SATISFACTORY	1960	519	0	404
0001	0017	TRT	CHEMICAL TREATMENT STATION	PERMANENT	SATISFACTORY	1960	812	0	724
0001	0018	SDS	SUNDOME EQUIPMENT SHED	TEMP RELOC	REMODELING C	2000	486	457	0
0001	0019	RBE	BETA HALL	PERMANENT	SATISFACTORY	1962	74,699	41,294	15,893
0001	0020	PCD	PSY/COMM SCI AND DIS LAB BLDG	PERMANENT	SATISFACTORY	2000	136,071	69,436	35,701
0001	0021	GHA	GREENHOUSE #1 - PLANT SALES	TEMP NON-RELOC	REMODELING C	1971	1,348	1,247	0
0001	0022	RAR	ARGOS CENTER	PERMANENT	SATISFACTORY	1963	49,643	26,062	19,097
0001	0023	RAD	ARGOS D	PERMANENT	SATISFACTORY	1963	4,086	3,494	0
0001	0024	RBC	BETTY CASTOR HALL	PERMANENT	SATISFACTORY	1963	93,225	63,505	15,695
0001	0025	CMC	CAS MULTIDISCIPLINARY COMPLEX	PERMANENT	REMODELING C	1964	85,825	46,746	25,103
0001	0026	PPD	TRANSPORTATION INSP & STORAGE	TEMP NON-RELOC	SATISFACTORY	2004	3,766	3,522	0
0001	0027	СТВ	CHEMICAL TREATMENT BLDG	PERMANENT	SATISFACTORY	1960	525	462	0
0001	0029	RDE	DELTA HALL	PERMANENT	SATISFACTORY	1964	43,416	31,007	6,889
0001	0030	REP	EPSILON HALL	PERMANENT	SATISFACTORY	1964	43,404	31,394	6,772
0001	0031	RQA	R.I. QUARTERS A	PERMANENT	SATISFACTORY	1964	1,572	1,060	252

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0001	0032 RZ	RZE	ZETA HALL	PERMANENT	SATISFACTORY	1964	14,600	10,579	1,834
0001	0033 RE	RET	ETA HALL	PERMANENT	SATISFACTORY	1964	14,600	10,761	1,922
0001	0034 AI	ALW	ANDROS LAUNDRY WEST	PERMANENT	SATISFACTORY	1964	1,572	1,060	252
0001	0035 RO	RQC	R.I. QUARTERS C	PERMANENT	SATISFACTORY	1964	2,393	1,683	353
0001	0036 RF	REC	RECREATION ACTIVITIES CENTER	PERMANENT	REMODLING a	1967	206,771	109,112	44,972
0001 (0037 PE	PED	PHYSICAL EDUCATION CLASSROOM	PERMANENT	REMODLING a	1966	19,771	11,507	5,922
0001	0039 HI	HMS	HUMAN SVCS ARCHITECTURE BLDG	PERMANENT	REMODLING B	1966	70,646	35,469	27,941
0001	0040 UI	ULH	UNIVERSITY LECTURE HALL	PERMANENT	SATISFACTORY	1966	5,514	3,840	1,326
0001	0041 CF	CRS	CENTRAL RECEIVING AND STORAGE BLDG	PERMANENT	SATISFACTORY	1965	12,742	9,993	2,078
0001	0042	OPM	PHYSICAL PLANT OPER ADMIN	PERMANENT	SATISFACTORY	1965	11,778	7,430	2,599
0001	0043 PF	PPB	GROUNDS AND TRANSPORTATION	PERMANENT	TERMINATION	1965	6,161	2,690	569
0001	0044 EP	ENG	EDGAR W KOPP BLDG (ENGINEER)	PERMANENT	SATISFACTORY	1966	83,410	43,870	31,047
0001	0045 EN	ENA	ENGINEERING TCHNG AUDITORIUM	PERMANENT	SATISFACTORY	1966	5,261	3,546	1,598
0001	0046 EN	ENR	ENGINEERING RESEARCH BLDG	PERMANENT	SATISFACTORY	1965	6,195	4,517	1,080
0001	0047 H,	HAA	HOLLY DRIVE APARTMENTS-BLDG A	PERMANENT	SATISFACTORY	2000	30,674	17,880	7,948
0001 (0049 H,	HAB	HOLLY DRIVE APARTMENTS-BLDG B	PERMANENT	SATISFACTORY	2000	30,677	17,843	7,751
0001 (0050 H,	HAC	HOLLY DRIVE APARTMENTS-BLDG C	PERMANENT	SATISFACTORY	2000	40,886	23,821	10,517
0001	0051 H,	HAD	HOLLY DRIVE APARTMENTS-BLDG D	PERMANENT	SATISFACTORY	2000	36,126	20,915	9,339
0001	0052 H,	HAE	HOLLY DRIVE APARTMENTS-BLDG E	PERMANENT	SATISFACTORY	2000	35,986	20,527	9,425
0001	0053 H,	HAF	HOLLY DRIVE APARTMENTS-BLDG F	PERMANENT	SATISFACTORY	2000	40,910	23,664	10,630
0001	0054 H,	HAG	HOLLY DRIVE APARTMENTS-BLDG G	PERMANENT	SATISFACTORY	2000	40,890	23,224	10,738
0001	0055 H,	НАН	HOLLY DR APART-MAILRM/LAUNDRY	PERMANENT	SATISFACTORY	2000	4,170	1,956	1,909
0001	0056 RT	RTH	ТНЕТА НАLL	PERMANENT	SATISFACTORY	1966	14,951	9,828	2,726
0001	0057 RI	RIO	IOTA HALL	PERMANENT	SATISFACTORY	1966	22,229	14,626	3,948
0001	0058 RF	RKA	KAPPA HALL	PERMANENT	SATISFACTORY	1966	44,039	30,726	7,008
0001	0059 RI	RLA	LAMBDA HALL	PERMANENT	SATISFACTORY	1966	14,722	9,932	2,859
0001	0060 RI	RMU	MU HALL	PERMANENT	SATISFACTORY	1966	43,939	30,264	7,008
0001	0061 R0	RQD	R.I. QUARTERS D	PERMANENT	SATISFACTORY	1966	1,772	1,060	425
0001 (0062 AI	ALE	ANDROS LAUNDRY EAST	PERMANENT	SATISFACTORY	1966	1,572	1,061	252
0001	0063 R0	RQF	R.I. QUARTERS F	PERMANENT	SATISFACTORY	1966	1,572	1,061	252
0001	0064 R/	RAN	ANDROS CORE	PERMANENT	SATISFACTORY	1966	46,574	32,502	10,478
0001 (0065 DI	DUP	CENTRAL DUPLICATING (WHSE #1)	PERMANENT	SATISFACTORY	1965	9,348	9,007	1,246

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0001	9900	EDU	EDUCATION BUILDING	PERMANENT	SATISFACTORY	2000	148,922	78,409	46,104
0001	2900	AOC	ANDROS OFFICE CLASSROOM	PERMANENT	REMODLING a	1967	14,088	7,663	4,793
0001	8900	HA	HOLLY DR APART-ACT BLDG SOUTH	PERMANENT	SATISFACTORY	2000	3,275	2,401	899
0001	6900	HAK	HOLLY DR APART-COMP LAB/LAUND	PERMANENT	SATISFACTORY	2000	4,170	2,046	1,788
0001	0000	HAL	HOLLY DR APART-ACT BLDG NORTH	PERMANENT	SATISFACTORY	2000	2,709	2,401	103
0001	0071	HAM	HOLLY DR APART-OFFICES/SEMINAR	PERMANENT	SATISFACTORY	2000	2,848	2,368	222
0001	0072	MAA	MAGNOLIA APARTMENT BLDG A	PERMANENT	SATISFACTORY	2000	22,023	15,657	3,536
0001	0073	MAB	MAGNOLIA APARTMENT BLDG B	PERMANENT	SATISFACTORY	2001	22,023	15,657	3,536
0001	0074	WHB	WAREHOUSE B	PERMANENT	SATISFACTORY	1967	4,160	3,762	273
0001	0075	SCA	SCIENCE CENTER	PERMANENT	SATISFACTORY	1968	95,970	58,126	25,034
0001	9200	GCW	GOLF COURSE STORAGE WAREHOUSE	TEMP RELOC	SATISFACTORY	1967	384	358	0
0001	7200	PES	P E STORAGE (SOFTBALL)	PERMANENT	SATISFACTORY	1963	552	424	76
0001	6200	GCS	GOLF COURSE SERVICE BUILDING	TEMP NON-RELOC	SATISFACTORY	1967	5,401	4,279	0
0001	0800	WHC	WAREHOUSE C	PERMANENT	SATISFACTORY	1966	25,563	13,150	96
0001	0081	SOC	SOCIAL SCIENCE BUILDING	PERMANENT	REMODELING C	1968	114,854	68,429	36,571
0001	0082	TAR	THEATRE CENTRE	PERMANENT	REMODELING C	1968	34,687	22,994	9,479
0001	0083	GCM	GOLF COURSE MAINTENANCE OFFICE	TEMP RELOC	SATISFACTORY	1969	713	611	0
0001	0084	PPC	MAINTENANCE SER SHOPS ADDITION	PERMANENT	TERMINATION	1968	17,292	14,199	2,645
0001	0085	GAR	BOTANICAL GARDENS OFFICE	PERMANENT	SATISFACTORY	1971	400	336	0
0001	9800	FAO	FACULTY OFFICE BUILDING	PERMANENT	SATISFACTORY	1969	42,065	25,860	12,127
0001	0087	GСH	GOLF CLUBHOUSE & OPERATIONS BLDG	PERMANENT	SATISFACTORY	1969	5,410	3,375	1,559
0001	0088	CPR	RUSSELL M COOPER HALL	PERMANENT	REMODELING C	1971	131,300	77,005	40,375
0001	6800	RVE	RIVERFRONT ELECT BLDG	PERMANENT	SATISFACTORY	1970	63	57	0
0001	0600	RVR	RIVERFRONT PARK RESTROOM	PERMANENT	SATISFACTORY	1970	672	93	289
0001	0091	LSA	LIFE SCIENCE ANNEX	PERMANENT	SATISFACTORY	1971	9,849	6,877	1,952
0001	0092	GCG	GOLF CART GARAGE	TEMP NON-RELOC	SATISFACTORY	1971	2,912	2,836	0
0001	0093	GMS	GROUNDS MAINTENANCE SHED	PERMANENT	SATISFACTORY	1971	712	675	0
0001	0094	PTA	PARKING TRANSPORTATION BLDG A	TEMP NON-RELOC	SATISFACTORY	1971	006'9	3,728	2,313
0001	0095	GHB	GREENHOUSE #2 - SHADE/CONSERV	TEMP NON-RELOC	REMODELING C	1971	389	240	81
0001	2600	PTB	PARKING TRANSPORTATION BLDG	PERMANENT	SATISFACTORY	1972	6,760	4,547	1,485
0001	8600	ВЕН	BEHAVIORAL SCIENCES BUILDING	PERMANENT	REMODELING C	1975	36,755	19,576	10,387
0001	0100	LIB	LIBRARY	PERMANENT	REMODELING C	1976	312,541	236,225	55,253

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ENC	ENGINEERING BUILDING III	PERMANENT	SATISFACTORY	2001	66,740	33,900	24,647
- 1	USF HEALTH-UTILITIES BLDG	PERMANENT	SATISFACTORY	1975	5,968	114	5,100
	GOLF COURSE SHELTER A (4TH T)	TEMP NON-RELOC	REMODELING C	1974	598	206	82
	GOLF COURSE SHELTER B (8TH T)	TEMP NON-RELOC	REMODELING C	1974	386	638	0
	GOLF COURSE SHELTER C (12TH T)	TEMP NON-RELOC	REMODELING C	1974	638	638	0
	MAGNOLIA APARTMENT BLDG C	PERMANENT	SATISFACTORY	2000	28,456	19,657	5,039
	MAGNOLIA APARTMENT BLDG D	PERMANENT	SATISFACTORY	2000	28,372	19,684	5,012
MAE	MAGNOLIA APARTMENT BLDG E	PERMANENT	SATISFACTORY	2000	28,372	19,683	5,012
MAF	MAGNOLIA APARTMENT BLDG F	PERMANENT	SATISFACTORY	2000	28,372	19,657	5,039
MAG	MAGNOLIA APARTMENTS BLDG G	PERMANENT	SATISFACTORY	2000	13,859	8,598	3,294
МАН	MAGNOLIA COMMONS BLDG H	PERMANENT	SATISFACTORY	2000	3,230	1,309	1,445
LRC	CHILES CTR FOR MOTHERS/BABIES	PERMANENT	SATISFACTORY	2000	25,069	11,131	5,511
MDC	USF HEALTH-MORSANI COLL OF MEDICINE BLDG	PERMANENT	REMODLING a	1975	343,669	185,167	143,265
MDL	USF HEALTH-STUDENT GROUP LEARNING BLDG	PERMANENT	SATISFACTORY	1975	47,402	31,710	11,054
MDN	USF HEALTH-NURSING BLDG	PERMANENT	SATISFACTORY	1976	99,741	50,885	32,370
MDA	USF HEALTH-SHARED STUDENT ADMIN BLDG	PERMANENT	REMODLING a	1976	84,749	48,274	27,508
MDS	USF HEALTH-WAREHOUSE 200	TEMP NON-RELOC	TERMINATION	1986	5,065	3,295	0
HZT	EH&S - HAZARDOUS WASTE STORAGE	PERMANENT	SATISFACTORY	1977	1,117	515	488
BSN	C H FERGUSON HALL (BUSINESS)	PERMANENT	REMODELING C	1979	184,927	83,984	60,459
SUN	SUN DOME	PERMANENT	SATISFACTORY	1980	280,994	145,813	87,382
PPG	PHYSICAL PLANT GOLF CART SHED	TEMP RELOC	TERMINATION	1988	1,083	1,039	0
NES	NATURAL AND ENVIRONMENTAL SCI BLDG	PERMANENT	SATISFACTORY	2004	86,071	42,202	31,748
MDM	USF HEALTH-MECHANICAL BLDG	PERMANENT	SATISFACTORY	1978	4,051	2,398	0
PEG	P E GROUNDS BUILDING	PERMANENT	SATISFACTORY	1979	8,070	7,807	16
ELS	ELECT METERING SUBSTATION	PERMANENT	SATISFACTORY	1970	100	0	87
PET	P.E. TENNIS STORAGE	PERMANENT	SATISFACTORY	1981	120	106	0
MHA	WESTSIDE CONFERENCE CTR-FMHI	PERMANENT	REMODLING B	1974	20,740	13,125	5,362
MHB	FMHI - PHYSICAL PLANT	PERMANENT	SATISFACTORY	1974	33,750	12,267	15,617
MHC	COLLEGE OF BEHAVIORAL & COMMUNITY SCI BLDG	PERMANENT	REMODELING C	1974	212,774	136,375	52,558
MHF	USF FAMILY CENTER (MHF)	PERMANENT	SATISFACTORY	1976	16,627	8,024	4,169
NEC	NORTHWEST EDUCATION COMPLEX	PERMANENT	REMODELING C	1976	92,312	37,324	23,426
WHD	WAREHOUSE D	PERMANENT	SATISFACTORY	1983	12,436	10,140	0

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0001	0140	МНІ	FMHI - CLASSROOM NORTH	TEMP NON-RELOC	REMODELING C	1983	1,244	1,072	71
0001	0141	MHJ	FMHI - CLASSROOM SOUTH	TEMP NON-RELOC	REMODELING C	1983	1,244	1,104	39
0001	0142	ENB	ENGINEERING BUILDING II	PERMANENT	REMODLING B	1986	128,186	69,570	39,162
0001	0143	STA	STADIUM	PERMANENT	SATISFACTORY	1983	19,053	8,009	8,570
0001	0144	FAD	FINE ARTS - DANCE BLDG	PERMANENT	REMODLING B	1984	22,173	9,781	5,896
0001	0145	THR	THEATRE 2	PERMANENT	SATISFACTORY	1984	19,379	6,514	8,737
0001	0149	GKZ	GREEK VILLAGE-BATH HOUSE	PERMANENT	SATISFACTORY	1984	465	0	382
0001	0183	UPM	UNIV POLICE TRAINING (module/t	TEMP RELOC	SATISFACTORY	1989	1,210	1,149	0
0001	0184	GKX	GREEK MAINTENANCE STORAGE	PERMANENT	SATISFACTORY	1984	972	930	0
0001	0185	GES	GROUNDS DEPT EQUIPMENT SHED	PERMANENT	SATISFACTORY	1985	3,742	3,611	0
0001	0186	ENL	ENGINEERING LABORATORY BLDG	PERMANENT	SATISFACTORY	1986	8,942	7,291	1,193
0001	0188	AUX	AUXILIARY SERVICES BUILDING	PERMANENT	SATISFACTORY	1986	6,864	4,399	1,534
0001	0191	CPE	CENTRAL PLANT ELECTRICAL SHOP	PERMANENT	SATISFACTORY	1987	1,252	972	163
0001	0192	CAM	USF CONTEMPORARY ART MUSEUM	PERMANENT	SATISFACTORY	1988	13,018	11,063	1,938
0001	0193	FAS	FINE ARTS STUDIO	PERMANENT	SATISFACTORY	1988	8,089	6,741	645
0001	0194	WRB	WUSF RADIO BUILDING	PERMANENT	SATISFACTORY	1989	21,127	11,612	5,478
0001	0195	MDP	USF HEALTH-PEDESTRIAN BRIDGE	PERMANENT	SATISFACTORY	1989	13,192	0	717
0001	0198	EES	EQUIPMENT & TIRE STORAGE SHED	TEMP RELOC	TERMINATION	1988	196	178	0
0001	0201	TVB	WUSF TELEVISION BLDG	PERMANENT	SATISFACTORY	2000	35,160	16,890	9,405
0001	0202	ERC	EDU RESEARCH CTR CHILD DEVELOP	PERMANENT	SATISFACTORY	1990	9,802	5,022	4,130
0001	0209	MDT	USF HEALTH-THERAPY BLDG	PERMANENT	SATISFACTORY	1989	119,777	70,890	32,678
0001	0211	ICR	INTERCOLLEGIATE RSTRM (TENNIS)	PERMANENT	SATISFACTORY	1989	799	32	689
0001	0212	HZF	HAZARDOUS WASTE FACILITY	PERMANENT	SATISFACTORY	1990	2,262	1,704	220
0001	0213	SHS	STUDENT HEALTH SERVICE BLDG	PERMANENT	SATISFACTORY	1990	13,766	8,292	4,295
0001	0220	BSC	TEMPORARY BOOKSTORE C (WEST)	TEMP NON-RELOC	TERMINATION	1989	1,307	1,203	0
0001	0223	СРН	COLLEGE OF PUBLIC HEALTH BLDG	PERMANENT	SATISFACTORY	1990	89,761	47,048	26,989
0001	0224	UPS	UNIV POLICE STORAGE SHED	TEMP RELOC	TERMINATION	2004	1,210	1,160	0
0001	0227	CIC	CAMPUS INFORMATION CENTER	PERMANENT	SATISFACTORY	1995	1,561	511	815
0001	0228	CEE	STAVROS CTR FOR ECONOMIC EDU	PERMANENT	SATISFACTORY	1990	9,590	6,811	1,672
0001	0229	BSF	BIOSCIENCE ACADEMIC FACILITY	PERMANENT	SATISFACTORY	1992	63,132	37,057	19,241
0001	0230	CIS	COMM & INFO SCIENCES BLDG	PERMANENT	SATISFACTORY	1990	777,06	50,057	421,402
0001	0231	ITS	ITFS TOWER SHED	PERMANENT	SATISFACTORY	1991	35	30	0

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0001 0	U233 RVP	RIVERFRONT PICNIC PAVILIONS	TEMP NON-RELOC	SATISFACTORY	2000	3,305	2,685	0
0001 0	0235 PTH	PARKING TRANSPORTATION SHED H	TEMP RELOC	TERMINATION	2008	189	180	0
0001 0	0249 ETS	ENGINEERING SOLAR RESEARCH MOD	TEMP NON-RELOC	TERMINATION	1991	1,156	1,055	0
0001 0	0252 MDW	USF HEALTH-WATER TRT BLDG	TEMP NON-RELOC	TERMINATION	1989	1,136	0	1,136
0001 0	0253 SFR	SOFTBALL FIELDS RESTROOM	PERMANENT	SATISFACTORY	1993	1,233	0	837
0001 0	0255 PRS	LIFSEY HOUSE	PERMANENT	SATISFACTORY	1994	37,043	8,436	14,394
0001 0	0257 PTC	PARKING TRANSPORTATION BLDG C	TEMP NON-RELOC	SATISFACTORY	1993	1,258	829	233
0001 0	0258 PTD	PARKING TRANSPORTATION BLDG D	TEMP NON-RELOC	SATISFACTORY	1993	1,093	928	98
0001 0	0259 MDE	USF HEALTH-ENDOSCOPY CTR	PERMANENT	SATISFACTORY	1994	4,393	2,821	896
0001 0	0260 CHS	CHEMISTRY STORAGE BUILDING	PERMANENT	SATISFACTORY	1993	202	181	0
0001 0	0261 WSF	WATER STORAGE FACILITY	PERMANENT	SATISFACTORY	1996	2,703	2,642	0
0001 0	0262 ALC	SAM & MARTHA GIBBONS ALUMNI CTR	PERMANENT	SATISFACTORY	1998	64,549	32,278	17,282
0001 0	0263 FPC	FACILITIES PLANNING AND CONSTR BLDG	PERMANENT	SATISFACTORY	1995	11,140	6,687	3,247
0001 0	0264 MDO	USF HEALTH-EYE INSTITUTE	PERMANENT	SATISFACTORY	1995	29,322	19,108	6,558
0001 0	0265 CUT	CTR FOR URBAN TRANS RESEARCH BLDG	PERMANENT	SATISFACTORY	1997	26,986	15,814	7,897
0001 0	0266 СНG	CRESCENT HILL PARKING GARAGE	PERMANENT	SATISFACTORY	1997	297,303	267,229	13,340
0001 0	0268 DAC	DAVID C. ANCHIN CENTER	PERMANENT	SATISFACTORY	1997	18,334	6,495	4,989
0001 0	0269 BKS	USF TAMPA BOOKSTORE	PERMANENT	SATISFACTORY	1997	54,962	37,268	9,971
0001 0	0273 MPA	MAPLE SUITES A	PERMANENT	SATISFACTORY	2003	30,121	20,438	5,693
0001 0	0274 MPB	MAPLE SUITES B	PERMANENT	SATISFACTORY	2003	31,156	20,177	6,801
0001 0	0275 MPC	MAPLE MULTI-PURPOSE BUILDING	PERMANENT	SATISFACTORY	2003	5,055	1,946	153
0001 0	0276 MPD	MAPLE LIFE/LEARNING CENTER	PERMANENT	SATISFACTORY	2003	1,837	696	636
0001 0	0277 GVA	GREEK HOUSING VILLA 1	PERMANENT	SATISFACTORY	2003	8,676	6,602	873
0001 0	0278 GVB	GREEK HOUSING VILLA 2	PERMANENT	SATISFACTORY	2003	7,334	960′9	475
0001 0	0279 GVC	GREEK HOUSING VILLA 3	PERMANENT	SATISFACTORY	2003	7,947	968'9	589
0001 0	0280 GVD	GREEK HOUSING VILLA 4	PERMANENT	SATISFACTORY	2003	7,881	6,289	527
0001 0	0281 GVE	GREEK HOUSING VILLA 5	PERMANENT	SATISFACTORY	2003	6,293	4,888	269
0001 0	0282 GVF	GREEK HOUSING VILLA 6	PERMANENT	SATISFACTORY	2003	5,586	4,529	324
0001 0	0283 GVG	GREEK HOUSING VILLA 7	PERMANENT	SATISFACTORY	2003	9,406	7,268	820
0001 0	0284 GVH	GREEK HOUSING VILLA 8	PERMANENT	SATISFACTORY	2003	7,430	6,284	534
0001 0	0285 GVI	GREEK HOUSING VILLA 9	PERMANENT	SATISFACTORY	2003	6,293	4,529	324

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0001	0286	GVJ	GREEK HOUSING VILLA 10	PERMANENT	SATISFACTORY	2003	5,586	4,888	269
0001	0287	GVK	GREEK HOUSING VILLA 11	PERMANENT	SATISFACTORY	2003	7,297	5,738	752
0001	0288	GVL	GREEK HOUSING VILLA 12	PERMANENT	SATISFACTORY	2003	5,588	4,527	324
0001	0289	GVM	GREEK HOUSING VILLA 13	PERMANENT	SATISFACTORY	2003	8,007	6,289	477
0001	0530	GVN	GREEK HOUSING VILLA 14	PERMANENT	SATISFACTORY	2003	7,821	968'9	639
0001	0291	GKA	GREEK VILLA 1 CHAPTER ROOM	PERMANENT	SATISFACTORY	2003	1,319	1,136	34
0001	0292	GKH	GREEK VILLA 8 CHAPTER ROOM	PERMANENT	SATISFACTORY	2003	1,319	1,136	34
0001	0293	GKI	GREEK VILLA 9 CHAPTER ROOM	PERMANENT	SATISFACTORY	2003	1,319	1,146	34
0001	0294	GKM	GREEK VILLA 13 CHAPTER ROOM	PERMANENT	SATISFACTORY	2003	1,470	1,278	34
0001	0295	GKN	GREEK VILLA 14 CHAPTER ROOM	PERMANENT	SATISFACTORY	2003	1,028	851	54
0001	0296	GKY	GREEK HOUSING COMMUNITY BLDG	PERMANENT	SATISFACTORY	2003	2,735	2,291	151
0001	0298	АТН	LEE ROY SELMON ATHLETIC CTR	PERMANENT	SATISFACTORY	2002	108,958	71,982	24,609
0001	0299	RCA	CYPRESS SUITES A	PERMANENT	SATISFACTORY	2004	48,820	30,222	9,649
0001	0300	RCB	CYPRESS SUITES B	PERMANENT	SATISFACTORY	2004	47,932	29,516	9,691
0001	0301	RCC	CYPRESS APARTMENTS C	PERMANENT	SATISFACTORY	2004	62,114	40,312	13,693
0001	0302	RCD	CYPRESS APARTMENTS D	PERMANENT	SATISFACTORY	2004	49,803	31,438	11,622
0001	0303	RCE	CYPRESS SUITES COMMONS BLDG	PERMANENT	SATISFACTORY	2004	12,025	6,283	3,751
0001	0305	NTA	NANOTECH I BUILDING	PERMANENT	SATISFACTORY	2004	18,734	8,886	5,456
0001	0307	FSB	FOOD SERVICES BLDG POLLO TR	PERMANENT	SATISFACTORY	2003	3,858	2,577	836
0001	0311	CBG	COLLINS BLVD PARKING GARAGE	PERMANENT	SATISFACTORY	2002	483,756	457,423	17,945
0001	0312	CMS	CHILDREN'S MEDICAL SERVICES BLDG	PERMANENT	SATISFACTORY	2006	20,018	11,670	5,804
0001	0313	LDG	LAUREL DRIVE PARKING GARAGE	PERMANENT	SATISFACTORY	2006	472,085	460,343	7,795
0001	0314	CWY	C. W. BILL YOUNG HALL	PERMANENT	SATISFACTORY	2007	53,053	31,797	17,192
0001	0315	MDH	MORSANI CTR FOR ADVANCED HEALTH CARE	PERMANENT	SATISFACTORY	2008	234,342	134,461	990'89
0001	0316	MSC	PHYLLIS P MARSHALL STUDENT CTR	PERMANENT	SATISFACTORY	2008	305,689	134,738	108,450
0001	0317	MDF	USF HEALTH-FACULTY OFFICE BLDG	PERMANENT	SATISFACTORY	2008	99,094	52,300	35,042
0001	0318	BDG	BEARD DRIVE PARKING GARAGE	PERMANENT	SATISFACTORY	2008	627,199	611,841	7,989
0001	0320	JPH	JUNIPER-POPLAR HALL	PERMANENT	SATISFACTORY	2009	352,690	235,859	82,077
0001	0322	MUS	SCHOOL OF MUSIC BUILDING	PERMANENT	SATISFACTORY	2010	151,198	54,632	46,001
0001	0323	ISA	INTERDISCIPLINARY SCI BLDG I	PERMANENT	SATISFACTORY	2011	258,202	131,687	87,758
0001	0324	CGS	PATEL CTR FOR GLOBAL SOLUTIONS	PERMANENT	SATISFACTORY	2010	77,068	39,691	26,790
0001	0325	SEC	SOUTHEAST CHILLER PLANT	PERMANENT	SATISFACTORY	2009	10,598	0	10,348

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0001	0326	BGR	BOTANICAL GARDENS RESTROOM	PERMANENT	SATISFACTORY	2007	218	0	146
0001	0327	RRT	TESTBED ASSISTIVE REHAB ROBOTICS BLDG	PERMANENT	SATISFACTORY	2009	3,405	2,600	451
0001	0328	SDA	SUNDOME SHED "A"	TEMP RELOC	TERMINATION	2000	285	262	0
0001	0329	SDB	SUNDOME SHED "B"	TEMP RELOC	TERMINATION	2000	620	290	0
0001	0330	SDC	SUNDOME SHED "C"	TEMP RELOC	TERMINATION	2000	1,930	1,872	0
0001	0331	SDD	SUNDOME SHED "D"	TEMP RELOC	TERMINATION	2000	425	396	0
0001	0332	TFS	TRACK/FIELD SHED	TEMP RELOC	TERMINATION	2008	167	149	0
0001	0333	RVS	RIVERFRONT ROPE COURSE SHED	TEMP RELOC	TERMINATION	2000	651	617	0
0001	0334	RVL	RIVERFRONT LITTLE SHED	TEMP RELOC	TERMINATION	2000	164	148	0
0001	0335	ALZ	ALZHEIMERS CENTER	PERMANENT	SATISFACTORY	2007	110,893	54,945	38,913
0001	0336	STB	STADIUM TRACK BUILDING	PERMANENT	SATISFACTORY	2009	1,200	1,108	0
0001	0337	DIN	CHAMPION'S CHOICE DINING	PERMANENT	SATISFACTORY	2011	14,608	10,991	2,514
0001	0338	FFB	FOWLER FIELDS BAND STORAGE	PERMANENT	SATISFACTORY	2010	525	480	0
0001	0339	SFS	SYCAMORE FIELDS STORAGE	PERMANENT	SATISFACTORY	2011	136	140	0
0001	0340	FBS	FOOTBALL PRACTICE SVC BLDG	PERMANENT	SATISFACTORY	2011	2,478	2,114	111
0001	0341	ВСТ	BASEBALL COMPLEX TICKETING	PERMANENT	SATISFACTORY	2011	447	263	0
0001	0342	BCW	BASEBALL CPLX PAVILION WEST	TEMP NON-RELOC	REMODELING C	2011	1,147	1,142	0
0001	0343	BCD	BASEBALL COMPLEX & DUGOUTS	PERMANENT	SATISFACTORY	2011	27,253	14,190	11,569
0001	0344	BCS	BASEBALL CPLX PAVILION SOUTH	TEMP NON-RELOC	REMODELING C	2011	1,147	1,142	0
0001	0345	BCB	BASEBALL COMPLEX BATTING	PERMANENT	SATISFACTORY	2011	6,862	6,755	0
0001	0346	SCN	SOFTBALL CPLX PAVILION NORTH	TEMP NON-RELOC	REMODELING C	2011	594	594	0
0001	0347	SCD	SOFTBALL COMPLEX & DUGOUTS	PERMANENT	SATISFACTORY	2011	7,616	6,652	447
0001	0348	SCW	SOFTBALL CPLX PAVILION WEST	TEMP NON-RELOC	REMODELING C	2011	633	631	0
0001	0349	SCB	SOFTBALL COMPLEX BATTING	PERMANENT	SATISFACTORY	2011	4,109	3,586	0
0001	0350	ВВР	PAM & LES MUMA BASKETBALL CTR	PERMANENT	SATISFACTORY	2011	29,669	39,667	13,443
0001	0351	SPS	CORBETT SOCCER PARK STADIUM	PERMANENT	SATISFACTORY	2011	617	413	30
0001	0352	SPE	SOCCER PARK RESTROOM (East)	PERMANENT	SATISFACTORY	2011	1,585	393	906
0001	0353	SPW	SOCCER PARK RESTROOM (West)	PERMANENT	SATISFACTORY	2011	1,585	393	906
0001	0354	RGB	RESEARCH GREENHOUSE - BIOLOGY	TEMP NON-RELOC	REMODELING C	2010	801	763	0
0001	0355	CGC	CHOWDHARI GOLF TEAM TRAINING CTR	PERMANENT	SATISFACTORY	2012	6,087	3,553	961
0001	0356	SWB	SEWAGE PUMPING STATION #2	PERMANENT	SATISFACTORY	2012	910	0	756
0001	0357	FFR	FOWLER FIELDS RESTROOM	UNDER CONSTR	SATISFACTORY	2013	367	0	320

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035	0001 0358 BUS	BUS WASH ENCLOSURE	TEMP NON-RELOC	TERMINATION	2012	1,500	1,355	0
1 035	0001 0359 ERS	SHED - ERC BUILDING	TEMP RELOC	REMODELING C	2013	140	121	0
1 036	O WSE	0001 0360 WSE WATERSPORT STORAGE EAST	TEMP RELOC	SATISFACTORY	2012	171	172	0
1 036	1 WSS	0001 0361 WSS WATERSPORT STORAGE SOUTH	TEMP RELOC	SATISFACTORY	2012	200	172	0
1 036.	0001 0362 MFR	MAGNOLIA FIELDS RESTROOM	UNDER CONSTR	SATISFACTORY	2013	360	329	0
1 917:	0001 9171 PIZ	ANTHONY J PIZZO ELEM SCHOOL	PERMANENT	SATISFACTORY	1997	0	0	0
ERSIT	Y OF S	UNIVERSITY OF SOUTH FLORIDA SITE 0003 - USF SARASOTA-MANATEE BUILDING INVENTORY	ARASOTA-MA	NATEE BUII	LDING INV	ENTORY		
i	00.0		0		70.000			1401004

	BLDG	BLDG		BULLDING		OCCUPY		ASSIGN	NON-ASSIGN
SITE	NUM	ABBR	BUILDING NAME	STATUS	BLDG COND	YR	BLDG GSF	SF	SF
0003	3046	VKA	VIKING MOTEL - BLDG A	PERMANENT	SATISFACTORY	1960	6,195	2,538	2,887
0003	3047	VKB	VIKING MOTEL - BLDG B	PERMANENT	SATISFACTORY	1960	3,834	1,870	1,513
0003	3048	VKC	VIKING MOTEL - BLDG C	PERMANENT	SATISFACTORY	1960	4,486	2,216	1,623
0003	3050	VBK	VIKING MOTEL - BOOKSTORE	PERMANENT	SATISFACTORY	1960	3,544	2,793	452
0003	3069	SMC	SARASOTA MANATEE CAMPUS	PERMANENT	SATISFACTORY	2006	134,479	54,879	55,142
0003	3071	SMP	SARASOTA MANATEE PLANT	PERMANENT	SATISFACTORY	2006	10,612	6,993	2,721
0003	3073	SMS	SARASOTA MANATEE STORAGE	PERMANENT	SATISFACTORY	2011	70	89	0
0003	3074	SMM	SARASOTA MANATEE MOTE	PERMANENT	SATISFACTORY	2013	5,618	4,084	1,110
0003	3075	SLR	SARASOTA LAKEWOOD RANCH	PERMANENT	SATISFACTORY	2013	4,217	3,573	348
0003	3076	SMA	MODULAR RESEARCH LAB - 1	TEMP RELOC	SATISFACTORY	2015	599	208	0
0003	3077	SMB	MODULAR RESEARCH LAB - 2	TEMP NON-RELOC	SATISFACTORY	2015	299	510	0
0003	3078	SMD	SARASOTA ACADEMIC OFFICE	TEMP RELOC	SATISFACTORY	2016	2,520	0	0
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UNIVERSITY OF SOUTH FLORIDA SITE 0004 - USF ST. PETERSBURG BUILDING INVENTORY

	BLDG	BLDG BLDG		BULLDING		OCCUPY		ASSIGN	NON-ASSIGN
SITE	NUM	ABBR	ABBR BUILDING NAME	STATUS	BLDG COND	YR	BLDG GSF	SF	SF
0004	0004 2004	BAY	BAYBORO HALL - ST. PETE	PERMANENT	SATISFACTORY	1980	35,669	17,635	8,002
0004	2005	DAV	LOWELL E. DAVIS MEMORIAL HALL	PERMANENT	SATISFACTORY	1980	69,738	37,028	22,402
0004	2006	CUP	CENTRAL UTILITY PLANT	PERMANENT	SATISFACTORY	1980	3,392	29	3,325
0004	0004 2047 MSL	MSL	MARINE SCIENCE BUILDING	PERMANENT	REMODELING C	1968	93,588	64,810	23,480
0004	2107	MSW	0004 2107 MSW MARINE SHOP & WAREHOUSE	PERMANENT	REMODLING B	1983	13,492	8,367	1,539
0004	2108	COQ	COQUINA HALL	PERMANENT	SATISFACTORY	1984	35,190	19,011	14,699
0004	0004 2109 POR	POR	PLANT OPERATIONS/RECEIVING	PERMANENT	SATISFACTORY	1984	8,916	6,438	1,857
0004	2112	SLC	0004 2112 SLC STUDENT LIFE CENTER-ST PETE	PERMANENT	SATISFACTORY	1990	42,395	23,394	14,836

0004	2118	PNM	PIANOMAN BLDG - ST. PETERSBURG	PERMANENT	REMODLING a	2000	5,729	2,649	2,117
0004	2119	LOA	FIO LONGKEY SHED "A"- ST. PETE	TEMP RELOC	TERMINATION	1992	09	09	0
0004	2120	LOB	FIO LONGKEY SHED "B"- ST. PETE	TEMP RELOC	SATISFACTORY	1992	09	09	0
0004	2121	LOC	FIO LONGKEY SHED "C"- ST. PETE	TEMP RELOC	SATISFACTORY	1992	09	09	0
0004	2122	LOD	FIO LONGKEY SHED "D"- ST. PETE	TEMP RELOC	SATISFACTORY	1992	48	48	0
0004	2123	KRC	KNIGHT OCEANOGRAPHIC RSCH CTR	PERMANENT	SATISFACTORY	2000	68,821	38,009	22,849
0004	2124	POY	NELSON POYNTER MEMORIAL LIB	PERMANENT	SATISFACTORY	2000	115,040	48,078	33,191
0004	2125	SNL	SNELL HOUSE - ST. PETERSBURG	PERMANENT	SATISFACTORY	2000	3,610	2,038	1,052
0004	2126	ONE	ONE FIFTH AVENUE SOUTH BLDG	PERMANENT	SATISFACTORY	2000	3,913	2,381	1,125
0004	2127	SVB	SPECIAL SERVICES BLDG-ST PETE	PERMANENT	SATISFACTORY	2000	2,973	1,874	786
0004	2128	WMS	JOHN C. WILLIAMS HIST HOUSE	PERMANENT	SATISFACTORY	2000	4,902	2,679	2,131
0004	2129	USG	U.S. GEOLOGICAL SURVEY-ST PETE	PERMANENT	SATISFACTORY	2000	24,642	16,278	6,030
0004	2130	HNY	HANEY LANDING SAILING CENTER	PERMANENT	SATISFACTORY	2000	2,372	1,012	374
0004	2131	CRI	CHILDREN'S RESEARCH INSTITUTE	PERMANENT	SATISFACTORY	2000	48,352	26,366	16,063
0004	2132	PRW	PR WALLACE FL CTR TEACHERS	PERMANENT	SATISFACTORY	2000	23,823	12,474	860'6
0004	2133	ГОН	FIO-LONGKEY MOD HOUSE-ST PETE	TEMP RELOC	SATISFACTORY	2007	096	096	0
0004	2134	URL	USFSP RESEARCH LABS	PERMANENT	SATISFACTORY	2004	2,822	2,192	356
0004	2135	WEL	CAMPUS WELCOME CENTER	PERMANENT	SATISFACTORY	2004	354	275	25
0004	2136	TER	THE TERRACE - ST. PETERSBURG	PERMANENT	SATISFACTORY	2001	6,440	5,211	581
0004	2137	RHO	RESIDENCE HALL ONE	PERMANENT	SATISFACTORY	2006	125,000	80,419	0
0004	2138	FPF	FIFTH AVE PARKING FACILITY	PERMANENT	SATISFACTORY	2006	359,595	353,845	1,200
0004	2153	STG	SCI/TECH GENL ACADEMIC BLDG	PERMANENT	SATISFACTORY	2009	34,027	23,324	8,705
0004	2159	HBR	HARBOR HALL	PERMANENT	SATISFACTORY	2011	30,645	21,065	4,569
0004	2160	USC	UNIVERSITY STUDENT CENTER-ST PETE	PERMANENT	SATISFACTORY	2012	92,770	59,157	31,113
0004	2161	FTF	FIRST TEMPORARY FACILITY	PERMANENT	SATISFACTORY	2015	10,734	7,570	1,708
0004	2162	ГРН	LYNN PIPPENGER HALL (ST PETE COLL BUSINESS)	PERMANENT	0	2016	68,800	0	0
0004	9182	COT	CENTER FOR OCEAN TECHNOLOGY	TEMP RELOC	SATISFACTORY	2002	3,100	2,427	429

0037	9043	UTA	UNIVERSITY TECHNOLOGY CENTER 1	PERMANENT	SATISFACTORY	2000	55,539	35,634	15,745
0037	9124	UTB	UNIVERSITY TECHNOLOGY CENTER 2	PERMANENT	SATISFACTORY	2000	45,732	32,181	8,208

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9125 BPB BUSINESS PARTNERSHIP BUILDING	BUSINESS PARTNERSHIP BUILDING	PERMANENT	SATISFACTORY	2002	102,202	86,471	17,815
9126 IDR INTERDISCIPLINARY RESEARCH BLD	INTERDISCIPLINARY RESEARCH BLD	PERMANENT	SATISFACTORY	2007	179,063	97,501	43,077
9127 FLX FLEX OFFICE BLDG	FLEX OFFICE BLDG	TEMP RELOC	SATISFACTORY	2014	1,501	824	357
2139 LOE FIO-LONGKEY SHED "E"-ST. PETE	FIO-LONGKEY SHED "E"-ST. PETE	TEMP RELOC	SATISFACTORY	2000	80	80	0
2140 LOF FIO-LONGKEY SHED "F"-ST. PETE	FIO-LONGKEY SHED "F"-ST. PETE	TEMP RELOC	SATISFACTORY	2000	80	80	0
2141 LOG FIO-LONGKEY SHED "G"-ST. PETE	FIO-LONGKEY SHED "G"-ST. PETE	TEMP RELOC	SATISFACTORY	2000	80	80	0
2142 LOZ FIO-LONGKEY SHED "H"-ST. PETE	FIO-LONGKEY SHED "H"-ST. PETE	TEMP RELOC	SATISFACTORY	2000	80	80	0
2143 LOI FIO-LONGKEY SHED "I"-ST. PETE	FIO-LONGKEY SHED "I"-ST. PETE	TEMP RELOC	SATISFACTORY	2000	80	80	0
2148 LOS FIO-LONGKEY SEAKEYS WORKSHOP	FIO-LONGKEY SEAKEYS WORKSHOP	TEMP RELOC	SATISFACTORY	2007	240	240	0
4021 STC SOUTH TAMPA CTR ADV HEALTH CARE	SOUTH TAMPA CTR ADV HEALTH CARE	PERMANENT	SATISFACTORY	2008	135,302	76,198	39,843
4022 CML CTR ADV MEDICAL LEARNING & SIM BLDG		PERMANENT	SATISFACTORY	2012	93,901	58,909	24,319
8455 ETV TV TRANSMITTER BLDG-RIVERVIEW	TV TRANSMITTER BLDG-RIVERVIEW	PERMANENT	SATISFACTORY	1965	2,853	2,353	340

Satisfactory Square Footage by Building, Space Need Excluded and Included

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m Desilia	GROUNDS AND THAN	2DO	INTEGEDGAR WINDOWS BADGAT MICHIEL	INDESCRIPTIONS TO BE AUDITORIUM	ODAS ENGINEERING TOMOS AUDITORIUM	UNIVERNORMER RING RESCARCHISTES	INDEPENDENTIANS RESEARCHBRING	OD47/BOLLY DRIVE APARTMENTS HILDS A	ODES MOLLY DRIVE APARTMENTS REDGE.	THE MICH DEVE APARTMENTS RIDGE	ODST HOLLY DRIVE APARTMENTS BLDG D	0052 HOLLY DRIVE APARTMENTS BLDG C	DUSS HOULY DRIVE APARTMENTS REDGE	DRS-ENCLY DRIVE APARTMENTS REDS G	0055/HCLLY DR APART-MARINM/GAUNDRY	0055 HOLLY DR APART-RANGEN/LAURDEN	2	NOTA NOTA	0058 94894 4941	NN	WO		OBST R.LODARTERS D	INNE ANDROS LAUNDER EAST	5.11	3	man at the property of the			DOL	D P	AND	W	HCRLY	31:	CHROMOSTIC LINE ADARD COMPLETE LANGUAGE	1000		HORTY DR	1023 HOLLY THE APART-OFFETS/STMINAR	MAK	희	3	OO74WAREHOUSE B	DOTAL CHAIR	AND STEER COUNTY CONDUCTOR STOREGISTURE STATE ST	12	DOLLY P E STORAGE (SOUTBALL)	HUZNIGKAR-COURSE SERVICE BUILDING	ODSOWANTHOUSE C	ODSO WANTHOUSE C	DUREL SOCIAL SOCIAL PRINCIPALS
Sert 10 Sert HANAGE	DOOR TAMPA	OCCU TAMPA	DOOL TAMPA	DOOT TANTA	OCCU TAMPA	OCOL MANA	BEG! TARREA	OCCUL TAMWA	OCCU TAMBA	DEDI TAMPA	GOOT TAMPA	OCOL TAMPA	Degi TAMPA	DOOD TAMPA	DODE TAMPA.	DCO2 (AMPA	DOOL TAMPA	DOOT TAMPA	OCCU TAMPA	DOOLTAMPA	DOOL TABINA	DOOD TAMPA	ocol Jampa	DEGL TAMPA	DECC TAMEA	DOOR TANDA	OCCUPATION	OCCUPATION AND A	DOOD TAMPA	DOOT TAMPA	0001 TAMPA	0003 TAMPA	DEDI TAMPA	D001 1AMPA	DOOR TAMPA	OCCUPATION	OCCUPATION AND A	DOOT TAMBA	DOOL TAMPA	DECT TAMPA	DOCU TAMPA,	BOOT TAMPA	DOOT TAMPA	DOOL TAMPA	OCCUPATION.	TARRES	TAMBA		TABAPA	TAMES	TAMBA	DEGI TAMPA

TOTAL	L	O 63,728	3,093	0, 21,557	1 67,399		41,223	0	2,700	7,807	3 3	200	7.880	0	11,435		5 124236	2000	1	0 00000	8.186	2,076	1,073	0	1.134	0	0 67630	2002		2000	6.814	0	0	1.140	ľ	720	0	7 4,256	0	216 1	0	11,185.3	-	1.476	0 10,136	0	3.78	15,890	0 00000
SUMMA	535				1.80	1,018			7.11	1,000			6.07		5,729	852	1,025		The same	88	808	2,076						1000	7,00						9.6	3,950		1,517		. 647							117		0 000
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AUDVESONE	0	0	o	0	24 192	a	0	5	0	910					0.	D.	0	5 6			0	-	2,07	0	1,500	0	0	5 6	5 6		0	0		0		5 6	0	9	0	0	0	9,747	0	0	8	0	0	5	
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NUSC (C)	OTTHERS - HAZARDOIN WASTESTORAGE	THE RESIDENCE OF THE STATE OF T	DESAIC HERSCHOOLHALE HUSSINSSE	0120 SUN DOM	HIZUSSIN DOME	OLES PHYSICAL PUBLIC COSTS CART SIND.	612.3 (64TL)(AL AND LINNINGMAN MEAL SCHILDG	ITES MATURAL AND ENVIRONMENTAL SCIEDES	PLEAGURE HEAL DE ANIC PANIC AL BLDG	OLCAF L GROUNDS BUILDING	OLIZIA P. EGRICIA OS BANDING	OTSERLICT MATERIAGE SUBSTANTIAN	ODDOWN STATE COMERCIAL TREAMS	DESOWASTSTOP CONFIRMENT CTRAMOR	OLSO FMHI - PHISICAL PLANT	DESCRIPTION PRINTED PLANT	UEST COLECCE OF STHWWDRAL & COMMUNITY SCIENCE	013 D CALLES OF BURNORAL & COMMUNITY SCHALLS	DESCRIPTION OF PROPERTY AND ADDRESS OF PARTY OF	OR SHADESTRANS TRUNCATION COMPLEX	0137/WARINGW 0	HEST WAREHOUSE B	OZAG FINHS - C LASS ROOM NORTH	ULAU SAME - CLASSROOM MORTH	REAL FAING CLASSROOM SOUTH	0141 FMH - CLASSROOM SOUTH	0142 FROMERING DULING B	ALEXA ENGINE FAMOS BUILDINGS II	OCCUPATION OF STANCE BEING	DESCRIPTION DANCE RIDGE	OLEST THE ATEL 2	G145 THEATRE 2	DISHORIK VILIAGE BÄTHHOUST	0183 URIN POLICE TRANSPING (modulin/)	OLEGISTICE MARIETENANCE STORAGE	CHANGE FUNCTOR AND AND STREET	OTBGENGINETHING DARGRAYORY BLDG	OUSS AUXILARY STRVICTS HURDING	UTARRALIXITARY SCRVICES UNICHMO	O191 CEMPAL PLANT LECTRICAL SHOP	0393CLATPAL PLANT FLECTIONAL SHOP	OFFICE AND CONTEMPORARY AND PROSECUES	Attachment AttSATIBLE	HISHWINE EARIO BUILDING	0194 Wrise Radio Buitbleds	0199 USE HEAT TH-PEDESTRIAM BRIDGE	CLESS ECHIPMENT & TIPE STURMES SHED	GOOT WINS TELEVISION BLOG	CONTROL NOTES IN THE PROPERTY OF THE PROPERTY
SIR MAME	TAMER	TAMPA	TABAPA	TAMBA	TAMPA	TAMPA	TAMPA	AMAPA	TAMPA	JAMPA.	AMPA	TAMBA	AMPA	TRANSA	ARRA	TAMPA	AMPA	ABINEO	Taken a	TARRA	TAMBA	TAMPA	TAMER	AMMEA	TAMPA	SAMPA	TAMPA	TABILIA	TARRES	TAMBA	TABAPA	AMPA	SAMBA	TABAPA.	AMMA	DAMPA	AMPA	WHITE	SAMPA	AMPA	AMPA	AMPA	FAMILIA	AMPA	TAMPA	AMMA	тамея	TAMPA	Applica.
gruns	0000	1090	1000	0000	1000	LODG	0000	DOOLLTANDA	1000	1000	DONE	0000	GOOT TAMPA	0601	DOOD TAMBA	1000	0001	1000	1000	TOOO!	Dect	0001	0000	0001	0001	0000	0001	10000	1000	1000	1000	0000	1000	1000	0000	OGGI TRANPA	1000	0001	0003	1000	0000	1000	1000	1000	0000	0000	0000	0000	COUNT TABLET

TOTAL	0	100	2	0	0	13	0	O.	13	9	O.	0	O.	0	0	9	2				1	5 6		-	Co.	0	0	5	0	0	0	0	010	5 6	280	-8.807	63,180	0		i)	310	2, 33 a	0	8,898	0	457.47.0	6.897	4.778	450.343	7.397	18,45)	15,884
CAMPIE	ď	-	10	0	D	9	0	0	i i	0	0	0	0	0	0	3	5 6	0		1	1		9	-	0	0	0	0	0	0	0	0	0	-	NO.	0	0	0	0	0	0	1997	G	a	0	667.678		0	960 M3	0	0	=
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IN DOLLO	022MGMER HOUSING VILLA 2	0279Garrandoning years	PHOTOS TRE	0280 GREEK HOUSING VILLA 4	IDBIG GRUNCHOUSING VILLA 4	GREE	GREE	USSO GREEK HOUSING VILLAGE	Set	D283GREEK HOUSING VILLA T	SEL	0284 GREEK HOUSING VILLA'S	E C	0285 GPLLK HOUSING VILLA 9	Set	ΞI;	0	USSIGNITE FIGURES VILLA II	COST CARLE HUDSING WILLA 11	343		COSMIC SECURITY CONTRACTOR SECURITY SEC		S S	THE S	12	SPER	GRILL	GIREG	OFFICE	0811	CART	:I:	CONTRACTOR DE LA CHAPTER RECORD	212	1	1.5	0299 CVPRESS SUITS A	Desire Conserva Surrits 6	0301 CYPRESS APARTMENTS C	0302 CHRISS APARTMENTS D	USBS CYPRESS SUFFES COMMONS BUCG.	LEUIS COPRESS SUITES COMMONS BLOG	CHOSHAMOTECH I BUILDING	ONE MANOR CHARRIDING	CONTROL DESCRIPTION SALES SERVICES CONTROL TO	OTICIONEDATAS MEDICAL SERVICES BATCO	OND CHILDRING MIDICAL SUPPLIES OF THE	DELIGIALISES ORAL PARKING GARAGE	OSTAC W. BREYOUNG HALL	OSLATC, W. BILLYOUNG HALL	TELS MORSAM CTR FOR ADVANCED HEATTH CARE
SHLID SHEHAME	DECT TAMES	GGGT TAMPA	OGOT TABABA	OCOL TAMPA	0001 IAMPA	DED1 TAMPA	0001 1AMPA	DOOD TAMAPA	DCD1 TAMPA	OCCUTABILITY.	DOOL TAMESA.	DOOL TAMPA	DOOL TAMPA.	OCCU TAMEA	DOOT TAMPA	DOOL TAMPA	DOOR LANDS	OCOS TABILITA	COOM TALABA	DOOR TANDA	Count Transfer	Georg Takelia	COCCE TABLES	DOOR TAMBA	OCCUTABAPA	0001 TAMPA	DOOL LAMPA	DOOD TAMPA	0001 TAMPA	DOOD FAMILY	DOOL TAMPA	DOOT TAMPA	GOOT TAMPA	COUNT TAXABLE	GOOD TAMPA	OCOL TAMPA	0601 TAMPA	GOOD TAMPA	OCOL SAMPA	OCO1 TAMPA	IAMPA	TABARA	П	DOOT TAMPA	PARTIN	TAMPA	ı	TAMBA	TAMPA	FAMPA	Ш	DOOL TAMPA

USF EDUCATIONAL PLANT SURVEY 2016-2017
APRIL 2017

rorial	4437	50100	53,000	247	511 841	0	7,580	52.286	O	128,271	279	35.541	O.	0	0	2.640	0	263	290	1,877	398	3.00	417	3.400	40,864	2546	1.108	147	480	140	2.134	262	1,3.42	4 700	1 140	17,135	2 346	12.5	1,586	39.68-7	SCB.	140	340	763	9	3,565	0	13	1,355	0	9 3	9 0		
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LAB	0		-		-	0	0	26,215	0	32,625	0	B	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	0	0		0		0	0					0	0	0	0	0	0	0	0	n	0	0	0		9		
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BUDG IRI	PRINTER PRESENTATION	OUT OF CHARLES THAT SHALL STRINGS TO THE		PRIZINS MATTACACHY OFFICE MING	CELTAREARD DRIVE PARKETAIN GARAGE	O-COLUMBER POPLAR HALL	UNIO IUMIERI POPLARI FALLI	NAZZI SCHOOL OF MUSIC BURDING	0422 SCHOOL OF MISSE PURDING	O323HMXHDISCIPLINARYSCIBIDG I	0323 MORRIBGON MARY SCHRIBG I	DE24 PATEL CTR FOR GLOSAL SOUTHORS	0324 PATEL CTR FOR GLOB AL SOLUTIONS	0325 SCUTHEAST CHILLT RETAINT	100	長	0327 TESTREO ASSISTIVE PERMIT HORIOTICS BLDG	0328 SUNDOME SHED 'A"	0329 SUNDOME SHED TV		0331 SUNDOME SHED 'D'	0332/TMACK/DBLD SHILD	DESCRIPTION ROVE COURSE SHED	PERSONAL LITTLE SHED.	0335 ALDRIMINS CHATRE		OCCUPATIONAL TRACE DURIDINGS	91	LESTIN FOWER PURIOS BANDS FORMAGE	9908	USAU FOXTBALL PRACTICE SAT BLDG	BALL		IBASHASEBALL COMPLEX & DUSQUITS	1	CONTRACTOR CONTRACTOR CONTRACTOR	100	GRANGON CHARACTER CONTROL OF CONTROL	EALL	0350 PAM & LES MIMA BASKETBALL CTR.		0352 SOCCER PARE PESTROOM IE anti	DESCRIPTION DESCRIPTION OF THE PROPERTY OF THE	IEISA RESEARCH CREEDINOUSE - BIOLOGY	VEHICLE GOLF	DESCRIPTION OF THE STANDARD CITY	ODSOROWAGE PUMPINGS STATION UP	ILIST FOWLER HILDS RESTRIDON!		DESSE SHED - FRC BUILDING	GRAD WATURSCHIT STORAGE GAST	DWC WATERCANT STORAGE SAUTH	STATISTICAL PROPERTY OF THE STRONG OF THE STANDARD	SALEMENT FRED CLAIM SCHOOL
SOT 10 SOT HAME	TABL	OCCU TAMENA	COURT TAKEN	DEDI TAMPA	COULTAMEA	- 0001 TAMPA	OCCU IAMPA	DEOL TAMPA	DOOT FAMINA	-0001 TAMPA	DEGL TAMPA	DCO1 TAMPA	0001 TAMPA	DOOL TAMPA	Deed TAMPA	DOOT TAMPA	DOOD TAMBA	GOOD TAMBA	DEDL TAMPA	0001 TAMPA	DOOR TAMPA	OCOL TABREA	DOOL TAMPA	DOOL YAMPA	OCCU TAMBA	DOOT TAMPA	DOOL TAMPA	DOOL TAMPA	DOOD TAMBA	Dept Tampa	DOOT TAMPA	OCCULTAMPA.	OCOL TAMPA	OCOT TAMPA	COOL PARTY	COOL TARGET	OCCUPATION AND A	COORT TAMERA	OCO3 TAMPA	DOOT TAMPA	0001 TAMPA	DOOL TAMPA	- DOOR TAMBA.	DEED TAMBA	DOOT TAKER	0000 7AMPA	DOOL DAMEA	DEGL TAMPA	0000 TAMPA	0001 TAMPA	GCGL TAMPA	OCCUTAMPA	COURT PARTIES.	TOTAL PROPERTY.

TOTAL	2.283	お客の様	337,000	22.443	ō	1660	0	1,715	1555	0	2.338	305	3,000	3.40.4	2.938	11/13	1.935	2,639	28,557	Mr.ACL	91,402	SUA.	2.43	0	34.760	199	60	199	184	1206	690	80	1961	包	90	240	22,481	u
CAMPUS	0	0	\$55,000	0	0	2.691	0	197	0	0	- 0	0	0		0	0	. 0	0	0		0	0	O.	0.	0	09	- 60	06.	48	0	08	8	900	380	900	0	2,726	0
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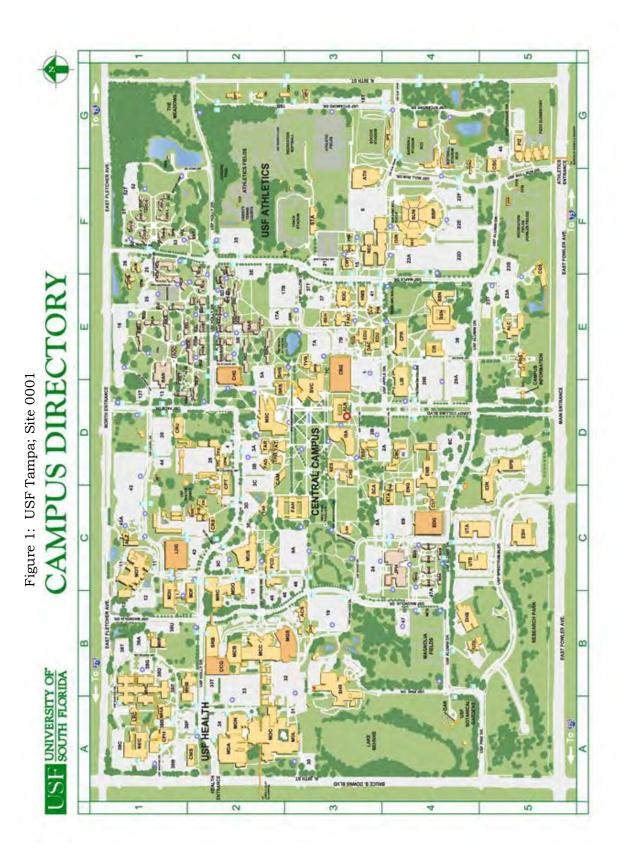
Table 6

Site Inventory

UNIVERSITY OF SOUTH FLORIDA SITES INVENTORY

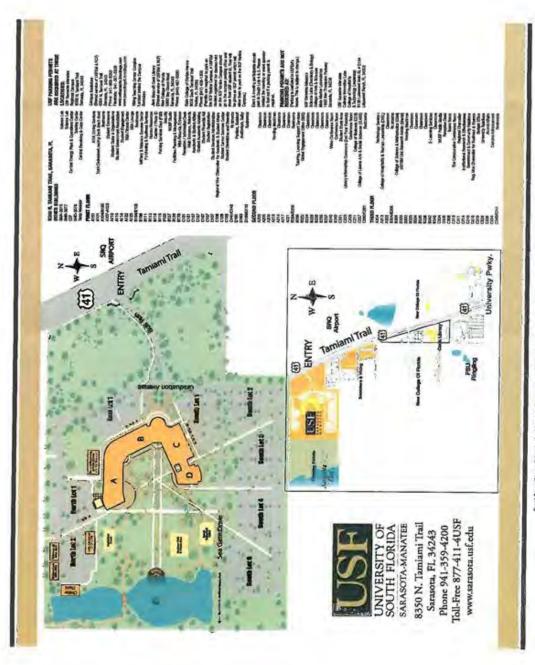
SITE	SITE NAME	STREET 1	Description	CITY	STATE	ZIP CODE	SITE TYPE	ACRES	BLDGS
0001	TAMPA	4202 East Fowler Ave	USF Tampa Main Campus	TAMPA	Н Н	33620	MAIN	1562	256
0003	SARASOTA	8350 N. TAMIAMITR.	USF Sarasota/Manatee Campus	SARASOTA	FL	34243	TYPEII	32	11
0004	ST .PETERSBURG	140 SEVENTH AVE S.	USF St Petersburg Campus	ST. PETERSBURG	F	33701	TYPEI	46	30
0033	OFF CAMPUS SARA	SARASOTA COUNTY	USFSM Instruction SLR SMM	SARASOTA	FL	34243	INST_SITE	0.1	2
0037	USF RESEARCH PK	4202 EAST FOWLER AVE	Research Park Main Campus site	TAMPA	FL	33612	SPS	84	5
0044	RIVERVIEW	14205 BOYETTE RD	WUSF Transmitter Site	RIVERVIEW	FL	33569	SPS	40	2
0048	CANCER CARE CTR	12902 USF MAGNOLIA DR	Moffitt Cancer Ctr on USF Tampa Campus	TAMPA	FL	33612	OTHER	20	N/A
0049	HSC/OTHER LOC	4202 EAST FOWLER AVE	USF Health Downtown Tampa Medical Clinics	TAMPA	F	33620	SPS	0.1	1
2600	FIO AT LONG KEY	US RT 1 @ M.M. 68.5	FIO Keys Marine Lab	LAYTON	FL	33001	SPS	8	9
4022	CAMLS	124 S FRANKLIN ST	USF CAMLS Downtown Tampa	TAMPA	FL	33602	SPC	1	1

SITE TYPE: MAIN = Main Campus; TYPEI = Type 1; TYPEII = Type 2; SPC = Special Purpose Campus; SPS = Special Purpose Site; INST_SITE = Instructional Site; OTHER = Other



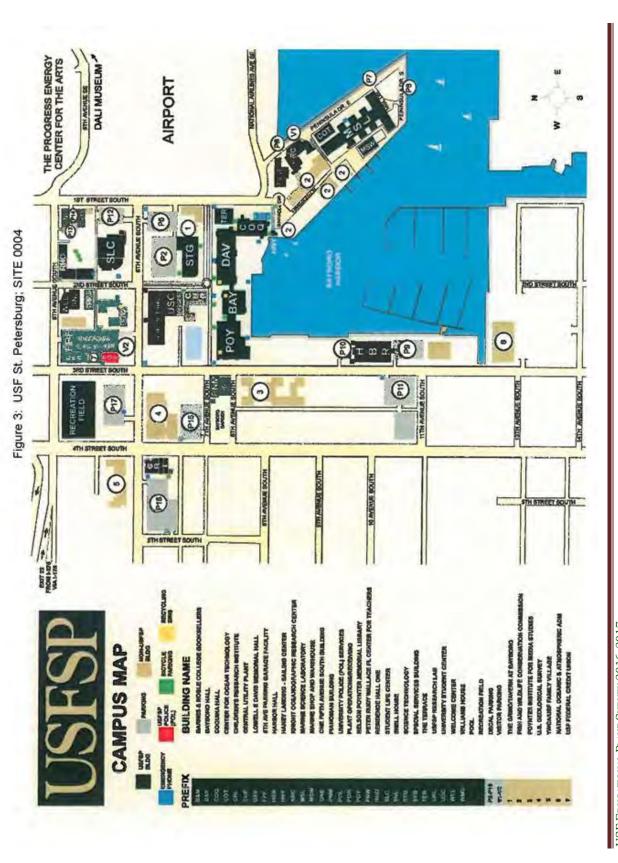
USF EDUCATIONAL PLANT SURVEY 2016-2017 APRIL 2017





Event & meeting participants should park in South Lyts 4 & 6. Please contact its meeting or event approace to third out if a particing permit is required.

USF EDUCATIONAL PLANT SURVEY 2016-2017 APRIL 2017



USF EDUCATIONAL PLANT SURVEY 2016-2017 APRIL 2017

IX. Quantitative (Formula) Space Needs

The basic method used to determine the facilities required by a university to accommodate educational programs, student enrollments, personnel, and services, is the Fixed Capital Outlay Space Needs Generation Formula. The Space Needs Formula (formula) provides the three general classifications of space: instructional, academic support, and institutional support. Within these classifications, nine categories of space are included: classroom, teaching laboratory, research laboratory, study, instructional media, auditorium and exhibition, gymnasium, office, and campus support services. While the FTE enrollment projection acts as primary generator, the formula recognizes variation in space requirements derived from discipline grouping, course levels, research programs, and library holdings, as well as faculty, staff, and contract and grant positions. The outcome of running the formula is a campus-wide aggregate of the ten categories of space, based on each individual university's make of students, programs, faculty and staff.

<u>Table 7</u> reports the results of comparing the generated space needs to the existing eligible satisfactory and unsatisfactory facilities inventory for the main campus.

Table 8, also known as the "Form B", shows the details of these comparison results.

Table 7
Formula Generated Net Assignable Square Feet by Category
USF Tampa; Site 0001

Space Category	Space Needs By Space Type	Satisfactory Space Inventory	Total Unsatisfactory Space Inventory	Unmet Need
<u>Instructional</u>				
Classroom	262,251	193,126	0	69,125
Teaching Laboratory	327,814	304,709	0	23,105
Research Laboratory	715,350	259,003	0	456,347
Academic Support				
Study	515,052	246,097	0	268,955
Instructional Media	114,456	1,487	0	
Auditorium/Exhibition	65,563	41,225	0	24,338
Teaching Gymnasium	131,126	95,202	0	35,924
Instructional Support				
Office/Computer	858,420	825,207	151,859	-109,633
Campus Support Services	154,516	87,135	0	67,381
Total	3,144,548	2,053,191	151,859	948,511

Table 7 continued

Formula Generated Net Assignable Square Feet by Category

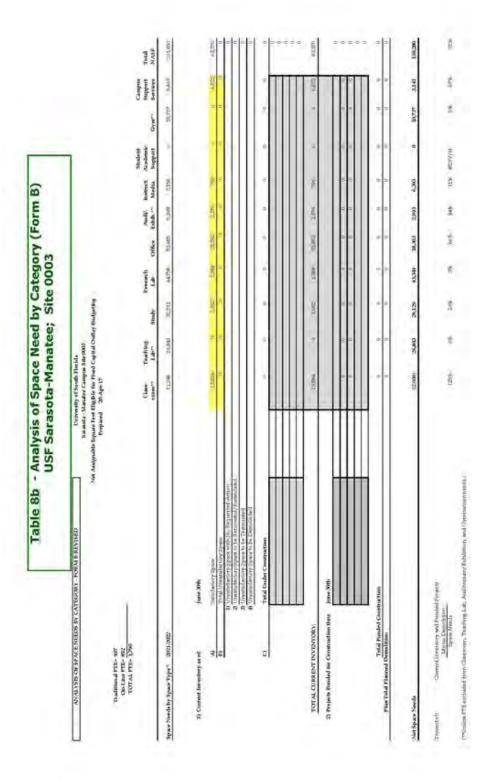
USF Sarasota-Manatee; Site 0003

Space Category	Space Needs By Space Type	Satisfactory Space Inventory	Total Unsatisfactory Space Inventory	Unmet Need
<u>Instructional</u>				
Classroom	11,246	13,854	0	2,608
Teaching Laboratory	26,843	0	0	26,843
Research Laboratory	44,738	1,389	0	43,349
Academic Support				
Study	32,211	3,082	0	29,129
Instructional Media	7,158	765	0	6,393
Auditorium/Exhibition	5,369	2,376	0	2,993
Teaching Gymnasium	10,737	0	0	10,737
Instructional Support				
Office/Computer	53,685	35,382	0	18,303
Campus Support Services	9,663	6,522	0	3,141
Total	201,650	63,370	0	138,280

USF St. Petersburg; Site 0004

Space Category	Space Needs By Space Type	Satisfactory Space Inventory	Total Unsatisfactory Space Inventory	Unmet Need
<u>Instructional</u>				
Classroom	30,979	46,750	0	-15,771
Teaching Laboratory	58,388	22,225	0	36,163
Research Laboratory	97,313	11,098	0	86,215
Academic Support				
Study	70,065	41,723	0	28,342
Instructional Media	15,570	2,532	0	13,038
Auditorium/Exhibition	11,678	1,873	0	9,805
Teaching Gymnasium	23,355	0	0	23,355
Instructional Support				
Office/Computer	116,775	91,813	0	20,162
Campus Support Services	21,020	7,065	0	13,955
Total	445,143	225,079	0	213,964

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USF EDUCATIONAL PLANT SURVEY 2016-2017 APRIL 2017

X. Recommendations of Survey Team – April, 2017

RECOMMENDATIONS OF EDUCATIONAL PLANT SURVEY (EPS) TEAM

UNIVERSITY OF SOUTH FLORIDA

Validation Dates: November 15-17, 2016
Needs Assessment Dates: April 10-12, 2017

Survey Team Members: Gloria Jacomino, Team Leader (FIU), Tamera Baughman (FGCU),

Itza Frisco (NCF), Kenneth Ogletree (BOG), Taylor Jones (BOG)

Site Improvements Recommendations:

1.1 Land Acquisition – This project allows the university to continue purchasing properties surrounding all campuses as identified in the adopted Campus Master Plan.

1.2 Landscaping and Site Improvements – This is a general recommendation for landscaping and site improvements consistent with the adopted Campus Master Plan.

1.3 Utility Infrastructure – This is a general recommendation for items in the categories of chilled water and controls, electrical distribution, storm sewer, sanitary sewer, telecommunications, energy management control systems, irrigation, water distribution, steam equipment and distribution, and roads. The project consists of improvements, extensions, modifications, and additions to the major utility systems consistent with the adopted Campus Master Plan.

The following specific projects are recommended:

1.3a All projects presented on tab 4 of the April 10, 2017 workbook.

Remodeling/Renovation Recommendations:

- 2.1 Remodeling/renovation recommendations are in accordance with the net square footage as described in the Form B. Remodeling/renovation recommendations that yield no significant changes to existing space use categories are recommended.
- 2.2 All significant remodeling/renovation projects must be specifically identified. The projects must identify the space categories affected (i.e. from existing space use to proposed space use). Any changes to remodeling/renovation projects that exceed 100% of any space use categories will require a supplemental Survey.

Main Campus; Tampa, Site 0001

- 2.2a College of Behavioral and Community Sciences Building (MHC, #0131) Remodel
 From 89,846 nsf office to 4,000 nsf classroom, 31,000 nsf study, 54,846 nsf research lab.
- 2.2b USF Health MDN, MDC, MDL, MDA (#0115, 0113, 0114, 0116) Remodel
 Backfill of space vacated by Morsani College of Medicine, from 15,174 nsf classroom, 14,510 nsf office, and 7,769 nsf campus support to 5,000 nsf classroom, 15,000 nsf study, 9,453 nsf research lab, and 8,000 nsf office.

- 2.2c College of Arts and Science Multidisciplinary Complex (CMC, #0025) Remodel

 —From 15,000 nsf office to 1,000 nsf classroom, 11,500 nsf study, 2,500 nsf research lab.
- 2.2d Fine Arts Building (FAH, #0010) Remodel
 - From 8,000 nsf office to 7,000 nsf study and 1,000 nsf classroom.
- 2.2e Education Building (EDU, #0066) Remodel
 - From 35,000 nsf office to 10,000 nsf classroom, 25,000 nsf study.
- 2.2f College of Medicine Renovate/Remodel Medical Research Lab Facility
 - This project is part of the college of medicine and does not affect main campus space needs: from 30,000 nsf office to 30,000 nsf research lab.
- St. Petersburg Campus; Site 0004
- 2.2g Davis Hall Remodeling (DAV, #2005)
 - From 4,800 nsf office to 4,800 nsf study.

Sarasota/Manatee Campus; Site 0003

2.2h N/A

New Construction Recommendations:

New construction recommendations are in accordance with the presented net square footage and as described in the Form B. The following projects are recommended:

Main Campus; Tampa, Site 0001

- 3.1 Cybersecurity / Data Center 27,000 nsf (6,500 classroom, 6,500 research lab, 7,500 office, 6,500 campus support).
- 3.2 USF Health Pharmacy

59,083 nsf (16,000 classroom, 10,000 teaching lab, 6,875 study, 16,875 research lab, 9,333 office).

- 3.3 Engineering Research Bldg 4
 - 104,979 nsf (4,000 classroom, 9,605 teaching lab, 16,000 study, 70,374 research lab, 5,000 office).
- 3.4 STEM Research/Learning Center

88,960 nsf (21,460 classroom, 3,500 teaching lab, 25,000 study, 33,500 research lab, 5,000 office, 500 campus support).

- 3.5 Public Safety
 - 40,000 nsf (40,000 campus support).
- 3.6 College of Medicine Center of Excellence for Diabetes & Autoimmune Disorders

 This project is part of the college of medicine and does not affect main campus space needs: 64,200 nsf (25,000 clinical, 27,000 research lab, 12,200 office).

- St. Petersburg Campus; Site 0004
- 3.7 STEM Teaching/Research Facility
 45,200 nsf (20,600 teaching lab, 5,000 study, 15,600 research lab, 2,000 office, 2,000 aud/exhibition).
- 3.8 Teaching Gymnasium Facility
 33,000 nsf (1,500 teaching lab, 23,000 gymnasium, 8,500 campus support).

Sarasota/Manatee Campus; Site 0003

3.9 Academic STEM Facility

42,250 nsf (18,550 teaching lab, 1,600 study, 14,000 research lab, 4,600 office, 3,000 aud/exhibition, 500 campus support).

Projects Based on Exception Procedure:

The Survey Team is not recommending any projects based on the Exception Procedure at this time, but recognizes that based on projects presented there are several new programs awaiting Board of Governors review and approval. Should any of these programs be approved and require additional space, a supplemental survey will be required.

N/A

Demolition Recommendations:

Pursuant to Board of Governors' Regulation 9.004, Razing of Buildings, demolition projects beneath the \$1,000,000 threshold do not require an Educational Plant Survey recommendation; however, all reductions in space categories should be appropriately reflected in the Form B.

The following demolitions have been requested and are recommended:

Main Campus; Tampa, Site 0001

- 4.1 University Police Building (UPB, #0012) 7,864 nsf office.
- 4.2 University Police Training (module) (UPM, 0183) 1,149 nsf office.

Continuing Survey Recommendations:

These projects were survey recommended and partially funded through legislative appropriations during the previous survey cycle, however their funding has not yet been completed. This is a recommendation for completing these projects.

- 5.1 USF Health Morsani College of Medicine and Heart Health Institute 277,544 nsf (97,585 classroom, 100,389 research lab, 41,581 auditorium/campus support, 29,610 office, 8,379 clinic).
- 5.2 Interdisciplinary Science Research Lab Build-Out 8,975 nsf (from 8,975 aud/exhibition to 6,635 research lab, 2,340 office).

Special Purpose Center Recommendations:

6.1 N/A

Standard University-wide Recommendations:

- SR1. Projects for safety corrections are recommended.
- SR2. Projects for corrections or modifications necessary to comply with the Americans with Disabilities Act are recommended.
- SR3. Projects required to repair or replace a building's components are recommended, provided the total cost of the project does not exceed 25% of the replacement cost of the building.
- SR4. Expansion, replacement and upgrading of existing utilities/infrastructure systems to support projects identified within this Educational Plant Survey are recommended.

Notes:

- A. University is to write recommendation text in accordance with current Educational Plant Survey format criteria.
- B. The Survey Team requires that projects recommended for approval are to be incorporated into the Master Plan update(s).
- C. The Survey Team recommendations to the Board of Governors cannot exceed 100% of space needs met by formula in any of the nine (9) space categories. Any project that exceeds 100% of needs met must be modified to ensure approval by the Survey Team. The 100% threshold options are as follows:
 - 1. Verify space use classification (i.e. Classroom, Teaching Lab, etc.).
 - 2. Reduce square footage in space use categories exceeding 100%.
 - 3. Delete a project or the space in a use category that exceeds 100%.
 - 4. Substitute with other proposed space use categories within the same project.
 - 5. Shift requested project priorities to stay below 100% threshold.
 - 6. Provide a university strategy to support temporary overages.
- D. Supplemental surveys are required if any changes to project scope result in a space category exceeding 100% of formula-driven need.

XI: Funding of Capital Projects

The projects recommended by the survey team may be funded based on the availability of funds authorized for such purposes. The primary source available to the university is Public Education Capital Outlay (PECO). PECO funds are provided pursuant to Art. XII, § 9(a)(2), Fla. Const., as amended. These funds are appropriated to the State University System pursuant to § 1013.64(4), Fla. Stat., which provides that a list of projects is submitted to the Commissioner of Education for inclusion within the Commissioner's Fixed Capital Outlay Legislative Budget Request. In addition, a lump sum appropriation is provided for remodeling, renovation, maintenance, repair, and site improvements for existing satisfactory facilities. This lump sum appropriation is then allocated to the universities. The projects funded from PECO are normally for instructional, academic support or institutional support purposes.

Another source for capital projects is Capital Improvement Fees. University students pay Building Fees and Capital Improvement Fees for a total of \$6.76 per credit hour per semester. This revenue source is commonly referred to as Capital Improvement Fees and is used to finance university capital projects or debt service on bonds issued by the State University System. The projects financed from this revenue source are primarily student-related, meaning that the projects provide facilities such as student unions, outdoor recreation facilities, and athletic facilities. Periodically, a funding plan is developed for available and projected revenues. Universities receive an allocation and develop a list of projects that are submitted to the Division of Colleges and Universities for inclusion within a request to the Legislature for appropriation authority.

Section 1013.74, Fla. Stat., provides authority to accomplish capital projects from grants, and private gifts. In addition, authority is provided within this section to finance facilities to support auxiliary enterprises from the issuance of bonds supported by university auxiliary revenues. Legislative approval of the proposed projects is required.

A limited amount of general revenue funds has been appropriated for university capital projects.

 $\underline{\text{Table 9}}$ identifies the specific project appropriations made available to the university over the last five years.

Table 9
Capital Outlay
Allocations
State Appropriations
From 2001:12 through
2016-17

Indepreda.			Appropriation Facul Year	Viscosi Vene						
Sitr	State	Project Tale	2012-113	2013-14	2014-15		2015-16	2010-17	0	Brand Total
dSp	PECO	Critical Deferred Maintenance			*	174,553			*	3,174,553
Des 6001	PECO	Interdisciplinary Science Teaching & Fesenrch Facility		\$ 1,500,000					*	3,500,000
185	PECO.	Mointenance, Nepairs, Senowitions and Renoduling	00%,210,1	\$ 6,185,516	\$ 5,4	136.570	4.075,740	8,23	250 Jint 4	25,570,270
f)su 0001	PECO	USF Cardin Viscolde Taxtitute		S 17,500,000					-	12,500,000
Doc 0001	PECO	St. Feiersburg - College of Braditiess.		\$ 5,000,000	\$ 10,0	000'000	\$ 12,257,660		-	37,257,560
1000 ref)	PECO	Beart Realth Institute			\$ 15,0	5,000,000			w	15,000,000
Par 0001	PECO	USP Broth Morsani Callege of Medicine			100	000,000			***	5,000,000
Tyo GOOT	PECO	Morsona College of Nedicine					\$ 17,000,000	\$ 22,50	2,500,000	39,500,000
Tpa 1001	Lottery	DEF Cardio Vascular Institute	\$ 6,893,118							6,893,118
Grand Total			8 7,908,818	\$ 27,185,616	\$ 38,61	11,123	\$ 33,933,400	\$ 30,756	5,644	138,395,601

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Appendices

A. Overview of the Educational Plant Survey Process

EDUCATIONAL PLANT SURVEY PROCESS OVERVIEW

BOARD OF GOVERNORS Office of Finance & Facilities Chris Kinsley, Director

FOR THE STATE UNIVERSITY SYSTEM OF FLORIDA Revised: October, 2015

Section 1013.31, Florida Statutes, requires that at least once every five years each Board shall arrange for an educational plant survey to aid in providing physical facilities necessary to accommodate its academic programs, students, faculty, staff, and services during the next five-year period.

1. Designation of Responsibility

The University to be surveyed appoints the **Survey Team Coordinator**. The Survey Team Coordinator correlates information provided by the Survey Team Leader, the University Survey Team Facilitator, and the Board of Governors staff during the survey process. It is recommended, in order to expedite the overall process and to maintain consistency and quality of the overall process, that the coordinator be a staff person from the Board of Governors staff (Board).

It is recommended that the **Survey Team Leader** be requested by the university to be surveyed from a university not being surveyed in the same year. In conjunction with the Survey Team Coordinator, the Survey Team Leader coordinates the work of the survey team members. All Team Members are also recommended to come from staff of other universities not being surveyed in that same year. The Survey Team Leader maintains contact with the Survey Team Coordinator and coordinates all activities with the Survey Team Facilitator at the university during the entire survey process.

The university president appoints the **Survey Team Facilitator** for its university from its own staff. The Survey Team Facilitator maintains contact with the Survey Team Leader and coordinates university personnel at the university during the survey process. The Survey Team Facilitator will also coordinate the university activities for the team during the survey process at the university.

For continuity and consistency of the final report, **Survey Team Members** will consist of staff from other universities not being surveyed that year, Board staff, if requested, a representative from a university to be surveyed in the next fiscal year, as well as a representative from a university surveyed in the previous fiscal year.

2. Student Enrollment Projections

The survey uses capital outlay full-time-equivalent student enrollment projections provided to the university to be surveyed from the Board Office of Planning, Budgeting and Policy Analysis based on university projections approved by the Board. One

undergraduate capital outlay full-time-equivalent represents enrollment in 40 credit hours during the academic year, while one graduate capital outlay full-time-equivalent represents 32 credit hours. Projections are provided for all credit activity at each officially designated site for which facilities are required. Enrollments are identified by discipline group within level of student.

The projection out-year for the survey is the fifth year beyond the fiscal 2011-12, the out-year is 2020-21.

3. Educational Programs and Services

The survey uses projections for programs approved by the Board of Governors through the academic program review process for the State University System.

Staff of the university to be surveyed prepares a list of programs for the survey indicating which existing ones the University wishes to continue, expand and delete during the five-year period of the survey, as well as those for which planning authorization or program approval has been granted.

The basic mechanism used to determine the facilities required to accommodate educational programs and services is the SUS Space Needs Generation Formula. The Formula identifies space needs for instructional and research programs, and for academic and institutional support services.

While the capital outlay full-time-equivalent projection acts as primary generator, the Formula recognizes variations in space requirements derived from discipline groupings, course levels, research fields, library holdings, faculty, staff, contract & grant positions, as well as minimum space allowances. Thus, the Formula results in aggregate space generations for ten (10) standard space categories based on the combination of students, programs, faculty and staff unique to the university.

4. Inventory Validation Segment of Survey

The first segment of the survey is the Inventory Validation, whereby the physical facilities inventory is evaluated by the survey team. The Inventory Validation is scheduled three (3) to four (4) months before the Needs Assessment segment of the survey.

The validation segment entails visits to all sites of the university for the purpose of confirming or correcting information carried in the computerized Physical Facilities Space File, as well as, building schematics.

Staff of the university which is undergoing the survey and validation team members visit all sites and selected buildings. The buildings to be visited for inventory validation purposes should include any buildings that have not been previously surveyed, buildings which the university desires to be assessed as unsatisfactory, and a sampling of other buildings to determine overall accuracy of the reported inventory.

The Space File includes information for all educational plants. For the Inventory Validation, university staff provides reports of Space File data and building schematic drawings for the buildings designated to be included in the Validation.

An important part of the Validation process is the review of spaces to be exempt or ineligible. These are spaces not generated by the SUS Space Needs Generation Formula and thus not included in the current inventory used in space needs analyses. University staff furnishes a list of all ineligible spaces which identifies each space and justifies why it is excluded.

Together, the University Survey Team Facilitator and Survey Team Leader make arrangements for the Inventory Validation including: team assignments, guides, and transportation for team member visits to buildings and grounds, and lodging accommodations for team members. The Board of Governors will reimburse travel costs and pay standard state per diem for members of the needs assessment team.

5. University Identification of Needs

Administrators of the university which is undergoing the survey and staff prepare lists for each site of needs identified by the university for site acquisition, development, and improvement, and remodeling, renovation, and new construction. Outdoor physical education facilities are included as site improvement. Because all previous survey recommendations expire at the beginning of a new five-year survey, the lists of needs may include items recommended in the prior survey which have not been started or funded through construction, but still are needed.

Requested projects should be reflected in the university's Campus Master Plan previously submitted to the University Office of Facilities Planning, or should be included in an official update to the Master Plan.

The basic method for identifying facility needs is the SUS Space Needs Generation Formula approach. This method involves performance levels for space use by the university based on legislatively mandated, as well as generally accepted, utilization standards. The Formula generates campus wide square footage needs for ten categories of space. Needs are compared with the categoric square footage in inventory to determine space deficits and surpluses. Shortages demonstrate the need for remodeling or new construction recommendations to provide space, while overages may denote the need for remodeling recommendations to convert excess space to other uses.

Using the Formula approach, the Survey Team Coordinator ensures the preparation of space needs analyses by the university to be surveyed for each site showing categorical space need generations, existing space inventory, and resulting deficits and surpluses. Based on the results, staff of the university to be surveyed develop requests for remodeling recommendations to provide space for under built categories, as well as to reduce space of overbuilt categories, and for new construction recommendations to meet needs which cannot be satisfied through remodeling.

The alternative method for identifying facility needs is the "exception procedure." This method is used where the university has special problems or extraordinary needs not

supported by the Formula. One example is unusual requirements for a particular type of teaching or research laboratory. Another example is minimal facilities for a program that are not provided by the space needs generated from the initial enrollment level of the program.

To exercise this option, university staff prepares written explanations along with quantitative displays, which justify exceptional needs. Justifications include relevant information such as requirements for specific programs, schedules of current classes, reports of space utilization, indications of effective space management, evidence of sound planning, feasibility studies for remodeling, and intended uses of space. The purpose is to present convincing evidence which demonstrates genuine facility needs beyond Formula generations. In addition, requests for remodeling or new construction recommendations to accommodate these special needs are developed.

Request items for remodeling and renovation recommendations should contain specific information: building number and name; room numbers; current functions of spaces, use codes, and square footage. Items for new construction recommendations specify needed function of spaces, use codes, and net square footage.

Cost estimates are provided by the university for site acquisition, development, and improvement items. They may be furnished for other items as well. Cost estimates for survey recommendations involving new building construction are based on average cost figures for the System. It is important to note that cost estimates attached to survey recommendations are not part of the recommendations per se. They are added only to provide a general idea of anticipated cost. They cannot be interpreted as accurate estimates for particular projects. Often, actual estimates will vary significantly from those included with recommendations.

The survey automatically makes five university wide standard recommendations for: provision of custodial services facilities; provision of sanitation facilities; correction of safety deficiencies; replacement of building envelope systems; and modification of facilities for compliance with the Americans with Disabilities Act. Therefore, the University should not include requests related to these needs.

6. Survey Workbook

University staff prepares a survey workbook for use by survey staff during the Needs Assessment segment of the educational plant survey. The workbook contains documentation related to preceding items 2, 3, 4, and 5, along with general background information about the university. It is supplemented by a current university catalog as well as available information regarding long-term plans for the institution, such as the master plan or other long-range planning documents. Additional information may also be included.

A copy of the survey workbook is provided to each survey team member at least two weeks before the opening date of the Needs Assessment. Other copies may be distributed to survey staff at the beginning of the Needs Assessment.

7. Financial Information

The Survey Team Coordinator provides particular financial information pertaining to capital outlay allocations by fund source and capital outlay allocations by project type for inclusion in the Survey Report.

8. Needs Assessment Segment of Survey

The Survey Team Leader and the university to be surveyed make arrangements for the Needs Assessment including: daily schedule of survey activities; organizational meeting, discussion sessions, and final meeting for the survey team with university administrators, faculty, and staff; work space, materials, and equipment for the team; and lodging accommodations for team members. The Board of Governors will reimburse travel costs and pay standard state per diem for members of the needs assessment team. The Board will not pay for materials and supplies necessary to conduct the survey.

9. Survey Recommendations

The survey team makes recommendations for site acquisition, development, and improvement; and remodeling, renovation, and new construction for officially designated sites and facilities.

Details about the status of previous survey recommendations, identification of needs through the Formula approach and the exception procedure, cost estimates for recommendations, and the university-wide standard recommendations are explained under item 5.

Recommendations for leased sites and facilities are made in accordance with the provisions of Sections 1013.31 Florida Statutes. Recommendations pertaining to additional branch campuses are considered only after a proposal for establishment, submitted by the university, has been recommended and authorized by the Legislature.

10. Written Survey Reports

The University to be surveyed prepares the draft and the final written report of the findings and recommendations of the survey team for review and approval by the University Board of Trustees (UBOTs). After approval by the UBOTs, the university must submit the official copy of the report to the Chancellor, State University System of Florida.

B. Explanation of the Space Needs Generation Formula

The space needs generation formula uses three types of information to determine unmet space needs:

- Workload measures such as enrollment, positions, and library materials
- Space standards including station sizes and utilization levels
- Existing facilities inventory

The formula was designed to recognize space requirements based on academic program offerings, student level, and research programs. Currently, space needs are generated for twenty university sites including main campuses, branches, two health sciences centers, and the Institute of Food and Agricultural Sciences.

A revised factor list (2010) accompanies this report to provide updated data which has been incorporated to ensure that the factors better represent the current state of the universities.

FTE Enrollment Projections

Enrollment projections used for budgeting purposes are based on five-year projections of annual FTE's requiring facilities, excluding enrollments housed at non-owned sites. Annual FTE (one undergraduate FTE represents enrollment in 40 credit hours during the academic year; 32 for graduate) enrollment for each site, by discipline, by level is used as the primary variable within the formula. This level of detain allows recognition of differences in space needs based on size of programs, mix of science and non-science programs, variations in station sizes for laboratories, and variations between disciplines in the number of contact or weekly student hours required to be housed in classrooms and teaching laboratories.

Space Standards

Ten space categories are recognized within the formula. The ten categories of assignable space include:

Instructional/Research	Academic Support	Institutional Support
Classrooms Teaching Laboratories Research Laboratories	Study Facilities Instructional Media Auditorium/Exhibition Teaching Gymnasium	Student Academic Support Office/Computer Campus Support

Classroom Facilities

A classroom is defined as a room used for classes and not tied to a specific subject or discipline by equipment in the room or the configuration of the room. Included in this category are rooms generally used for scheduled instruction that require no special, restrictive equipment or configuration. These include lecture rooms, lecture-demonstration rooms, seminar rooms, and general purpose classrooms. Related service areas such as projection rooms, telecommunications control booths,

preparation rooms, closets, storage areas, etc. are included in this category if they serve classrooms.

The net assignable square feet (NASF) needed for classrooms is based upon 22 NASF per student station, 40 periods of room use per week, and 60% station occupancy. These standards result in a space factor of 0.92 NASF per FTE enrollment. Using this space factor, NASF requirements are determined by multiplying the FTE enrollment for each discipline by level times the number of weekly student hours per FTE that are scheduled in classrooms.

The effect of applying the formula to all universities by level and by discipline provides an average of 12 NASF per FTE for main campuses. An example for an upper level FTE student in Engineering is:

Teaching Laboratory Facilities

A teaching laboratory is defined as a room used primarily for scheduled classes that require special purpose equipment or a specific room configuration for student participation, experimentation, observation, or practice in an academic discipline. Included in this category are rooms generally called teaching laboratories, instructional shops, computer laboratories, drafting rooms, band rooms, choral rooms, music practice rooms, language laboratories, studios, theater stage areas used primarily for instruction, instructional health laboratories, and similar specially designed or equipped room if they are used primarily or group instruction in formally or regularly scheduled classes. Related service areas are also included in this category.

The NASF need for teaching laboratories is computed by discipline by level and is based on established station sizes, weekly student hours per FTE, and utilization levels for room use and station occupancy. The room use standard is 24 hours for lower level and 20 hours for upper level. The station occupancy rate is 80% for both levels.

The effect of applying the formula to all universities by level and by discipline provides an average of 15 NASF per FTE for main campuses. An example for an upper level student in Engineering is:

Although most universities in the System currently generate more than 50,000 NASF, a minimum facility need of 50,000 NASF is provided for the development of future campuses.

Research Laboratory Facilities

A research laboratory is defined as a room used primarily for laboratory experimentation, research or training in research methods, professional research and observation, or structured creative activity within a specific program. Included in this category are labs used for experiments, testing or "dry runs" in support of instructional, research or public service activities. Non class public service laboratories which promote new knowledge in academic fields are included in this category (e.g., animal diagnostic laboratories and cooperative extension laboratories). Related service areas that directly serve these laboratories are included in this category.

The NASF need for research laboratories is based on an allotment of space by discipline for each research faculty FTE and graduate student FTE. Space needs are generated separately for research faculty and graduate students.

Research Faculty Space needs are generated by discipline for Educational and General (E&G) and Contract and Grant (C&G) faculty. The number of E&G research faculty is based upon the E&G FTE faculty to FTE student ratio and the percentage of E&G research faculty FTE for the actual or base year. The number of C&G research faculty FTE is based on a three-year average growth rate for C&G faculty applied to the actual or base year. The allotment of space for each research faculty FTE varies from 75 to 450 NASF depending on discipline.

<u>Graduate Students</u> Space needs are generated by discipline for beginning and advanced graduate student FTE. Graduate student FTE enrollment is divided between beginning and advanced levels based upon the number of graduate credit hours completed by the student (advanced graduates are those with 36 or more graduate credit hours).

Research laboratory space is generated for selected University Support Personnel System positions having research responsibilities that require laboratory facilities. The Beginning Graduate space factor is used for these positions.

Space allotments for advanced graduates are the same as those applied to research faculty (from 75 to 450 NASF). The allotment of space for a beginning graduate FTE considers sharing of research space and varies from 3 to 90 NASF. For example, the space allotment for an advanced graduate student in Engineering is 450 NASF.

Study Facilities

Study facilities include study rooms, stack areas, processing rooms, and study service areas. The NASF needed for study facilities is based on separately determined NASF needs for study rooms, carrel space, stack areas, and study service areas.

Study Rooms (Other than Computer Study Rooms) The NASF need for study rooms is based on 25 NASF per station for 25% of the undergraduate FTE.

<u>Computer Study Rooms</u> The NASF need for computer study rooms is one station for every 15 FTE, with a station size of 30 NASF.

 $\underline{\text{Carrels}}$ The NASF need for carrels is based on 30 NASF per station for 25% of the beginning graduate FTE, for 50% of the law FTE, for 25% of the advanced graduate

science FTE, and for 50% of the advanced graduate non-science FTE, plus 20 NASF per station for 5% of the science FTE faculty and for 25% of the non-science FTE faculty.

Stack Areas The NASF need for stack areas is based on an amount of space per library volume with all library materials converted to volume equivalents (includes all holdings such as bound volumes, video and audio tapes, cassettes, microfilms, etc.). The projected volume counts are based on current inventories plus a continuation of the previous year's acquisitions.

Non-Law Stacks	<u>Law Stacks</u>
0.10 NASF/volume for the first 150,000 volumes	0.14 NASF/volume for the first 150,000 volumes
0.09 NASF/volume for the second 150,000 volumes	0.12 NASF/volume for the second 150,000 volumes
0.08 NASF/volume for the next 300,000 volumes	0.10 NASF/volume for the next 300,000 volumes
0.07 NASF/volume for all volumes above 600,000	0.09 NASF/volume for all volumes above 600,000

Study Facilities Service Areas The NASF need for study service areas is based on 5% of the total NASF needed for study rooms, carrels, and stack areas.

Instructional Media Facilities

Instructional Media rooms are used for the production or distribution of multimedia materials or signals. Included in this category are rooms generally called TV studios, radio studios, sound studios, photo studios, video or audio cassette and software production or distribution rooms, and media centers. Service areas such as film, tape, or cassette libraries or storage areas, media equipment storage rooms, recording rooms, engineering maintenance rooms, darkrooms, and studio control booths are also included in this category.

A minimum facility of 10,000 NASF and 0.5 NASF per FTE over 4,000 is provided for instructional media space on main campuses and 0.5 NASF per FTE for branch campuses with no minimum facility allowance.

Auditorium/Exhibition Facilities

Auditorium/exhibition facilities are defined as rooms designed and equipped for the assembly of many persons for such events as dramatic, musical, devotional, livestock judging, or commencement activities or rooms or areas used for exhibition of materials, works of art, artifacts, etc. and intended for general use by faculty, students, staff, and the public.

Service areas such as check rooms, ticket booths, dressing rooms, projection booths, property storage, make-up rooms, costume and scenery shops and storage, green rooms, multimedia and telecommunications control rooms, workrooms, and vaults are also included in this category.

The NASF need for auditorium/exhibition facilities is based on a space allotment of 3 NASF per FTE with a 25,000 NASF minimum facility allowance for main campuses.

Teaching Gymnasium Facilities

A teaching gymnasium is defined as a room or area used by students, staff, or the public for athletic or physical education activities. Included in this category are rooms

generally referred to as gymnasiums, basketball courts, handball courts, squash courts, wrestling rooms, weight or exercise rooms, racquetball courts, indoor swimming pools, indoor putting areas, indoor ice rinks, indoor tracks, indoor stadium fields, and field houses. Service areas such as locker rooms, shower rooms, ticket booths, rooms for dressing, equipment, supply, storage, first-aid, towels, etc. are also included in this category.

The NASF need for teaching gymnasiums is based on a minimum facility for each main campus of 50,000 NASF for the first 5,000 FTE enrollment, plus an additional 3 NASF per FTE for enrollment over 5,000 FTE.

Student Academic Support Facilities

A student academic support room is defined as a room in an academic building where students hold meetings or group discussions of an academic nature. Rooms that directly serve academic meeting rooms are also included in this category.

Student academic meeting room need is based on 0.6 NASF per FTE enrollment.

Office/Computer Facilities

An office is defined as a room housing faculty, staff, or students working at one or more desks, tables or workstations. A computer facility in this category is defined as a room used as a computer-based data processing or telecommunications center with applications that are broad enough to serve the overall administrative or academic equipment needs of a central group of users, department, college, school, or entire institution. Rooms that directly serve these areas are also included in this category, as well as faculty and staff lounges.

The NASF need for offices/computer facilities is based on a space allotment of 145 NASF per FTE position requiring office space. Examples of positions not requiring space include maintenance mechanics, scientific photographers, and dental technicians. FTE positions are projected based upon the current ratio of FTE positions requiring space to annual FTE students. The number of C&G positions is based on a three-year average growth rate for C&G positions applied to the actual or base year. The need for faculty and staff lounges is based on 3 NASF per position.

Campus Support Facilities

Campus support facilities are defined as those areas used for institution-wide services. This includes maintenance shops, central storage areas, central service areas, vehicle storage facilities, hazardous materials facilities, plus related service areas such as supply storage areas, closets, and equipment rooms.

The NASF need for campus support facilities is based on 5% of the total NASF generated by the formula plus other areas maintained by physical plant staff such as continuing education buildings and clinic space.

Existing Facilities Inventory

The facilities inventory for each university is designed using the format and definitions prescribed in the <u>Postsecondary Education Facilities Inventory and Classification Manual</u>, 2006, published by the U. S. Department of Education, National Center for

Education Statistics. The inventory documentation consists of a file maintained by computer pursuant to the <u>Physical Facilities Space File Specifications</u> prepared by the State University System Office of Information Resource Management.

The inventory contains information about each site, each building, and each room that is owned, shared, or leased by a university. All spaces in buildings, including those that are permanent, temporary, or under construction that are in satisfactory condition are considered in computing the total existing assignable square footage. Assignable space is that which is available for assignment to and functionally usable by an occupant.

The room records from the inventory are used to determine the amount of existing square footage in each of the ten assignable space categories. Each room record is assigned a room use code and is grouped into the appropriate space category. For each of the ten space categories, the existing assignable square footage is deducted from the cumulative space need. The assignable square footage used to determine unmet space needs does not include those spaces for which the formula does not generate a need. Examples of excluded space are leased space, special purpose lab equipment areas such as a wind tunnel or linear accelerator, and intercollegiate athletics area.

C. University Master Plans and Work Plans

Below are links to USF's websites that include the Master Plan and BOG Work Plan for the USF System:

For Tampa (Main) Campus/USF Health, Site 0001:

Master Plan

http://www.usf.edu/administrative-services/facilities/documents/planning/cdc/cdc-usftpa-master-plan.pdf

BOG Work Plan

http://www.usf.edu/ods/documents/workplans/2016-sus-work-plan-usf-tampa.pdf

For Sarasota Manatee Campus, Site 0003: Master Plan and BOG Work Plan: Master Plan

http://usfsm.edu/USFSM_2015-Master-Plan_Compiled_102315.pdf

BOG Work Plan

 $\underline{\text{http://www.usf.edu/ods/documents/workplans/2016-sus-work-plan-usf-sarasotamanatee.pdf}$

For St. Petersburg Campus, Site 0004, Master Plan and BOG Work Plan:

Master Plan

http://www.usf.edu/administrative-services/facilities/documents/planning/cdc/cdc-usfsp-master-plan.pdf

BOG Work Plan

 $\underline{http://www.usf.edu/ods/documents/workplans/2016-sus-work-plan-usf-st-petersburg.pdf}$

D. Summary of Unsatisfactory Space

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E. Building System Condition Survey Forms

Building System Condition Survey Forms have been completed for the USF System Buildings which were 25+ years old at the time of the Inventory Validation for the 2016-2017 Educational Plant Survey. 117 buildings were surveyed using the following form. They can be viewed using the following link:

 $\underline{\text{http://www.usf.edu/administrative-services/facilities/documents/planning/cdc/cdc-usftpa-link} \ \underline{\text{as posted}}$

BUILDING SYSTEM CONDITION SURVEY STATE UNIVERSITY SYSTEM OF FLORIDA

Universit	y Name:			Date:		
Building	Name:			Building No.:		
Building	Occupancy Date:			Building Age:		
Building 10067)	Envelope:			Condition Code:		(Data Element
	Window/Glazing:	Condition Code:	Condition Code:		Foundation:	Exterior Wall:
	Condition Code:			Exterior Doors		
Building 10068)	Roof System (See CM-N-16 for C	omponents):		Condition Code:		(Data Element
Mechanic 10069)	cal Systems:			Condition Code:		(Data Element
	HVAC System:	Condition Code:	Condition Code:			Elevator Systems:
Electrical 10070)	System:			Condition Code:		(Data Element
	Lighting:	Condition Code:	Condition Code:		Internal Distribution	Grounding:
	Condition Code:					
Plumbing 10071)	g System:			Condition Code:		(Data Element
	Fixtures:	Condition Code:	Condition Code:			Piping:
Building Element)	Interior:			Condition Code:		(No Data
	Doors:	Condition Code:	Condition Code:		Floors:	Ceilings:
	Condition Code:			Walls/Partitions:		
Life Safe Element)	ty Systems:			Condition Code:		(No Data
	Fire Alarm: Condition Code:	Condition Code:	Condition Code:		Emergency Generator	Fire Suppression:
Notes:						
			Completed By:			
Condition	Codes:					1
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cost is grea	ter than 25% but less than 4 of the component. Replacement - Component should be	-		placement cost of the component. approximate cost is greater than 50% of th	-	5

USF EDUCATIONAL PLANT SURVEY 2016-2017 APRIL 2017

F. State University Checklist for Submitting Educational Plant Survey Reports to the Florida Board of Governors

This checklist is to be used by the university before submitting state university educational plant survey reports pursuant to Section 1013.31(1)(a), Florida Statutes. Checking the survey report against this list will indicate if the report is complete and ready for submission.

A checkmark (✓) beside an item number indicates the answer is "Yes;" an ex (X) beside a number indicates "No."

- 1. Name of university: <u>University of South Florida</u>
- 2. Date of previous five-year survey: February 6 7, 2012
- 3. Date of this survey: <u>Validation: November 15 17, 2016;</u>
 Needs Assessment: April 10 -12, 2017
- 4. New survey out year: 2021/2022
- 5. Was the survey report made publicly available on the university web site and its location relayed to the Board of Governors (BOG)? ✓
- 6. If the university is printing the survey report, were three copies submitted to the BOG? ✓
- 7. Was the survey conducted only for official sites, as defined by BOG Regulation 8.009?
- 8. Is each site, per BOG 8.009, described in the report by its number, name, type, date it was established, address, acreage, and the number of buildings it contains? ✓
- 9. Throughout the report, are sites referred to by name and number? ✓
- 10. Do FTE figures used in the survey report match those in the five-year planned enrollments? ✓
- 11. Does the survey report include a table showing total Capital Outlay Full Time Equivalent (COFTE) for the university, by level of student within each site, for the five years of the survey? ✓
- Does the survey report include a table for each site showing COFTE by discipline category within level of student for the survey out year? ✓
- 13. Have all space needs been generated correctly? ✓

14.	Are the generated aggregate amounts of square feet for the space categories for each site included in the space category aggregate square footage summary table for the site? \checkmark
15.	Is a copy of a site plan showing building locations attached for each site? ✓
16.	Does the survey report contain a table for each site which lists the buildings on that site describing each by number, name, status, condition and area in assignable square feet, non-assignable square feet, and gross square feet? ✓
17.	Throughout the report, are buildings referred to by number and name? ✓
18.	Does the survey report contain recommendations for each site? ✓
19.	Are the recommendations limited to fixed capital outlay items such as the acquisition, remodeling, renovation, and construction of real property? \checkmark
20.	Does each recommendation contribute to resolving differences between the existing educational and ancillary plants and the determination of future needs? \checkmark
21.	Does the survey report contain a space category aggregate square footage table for each site which shows by the ten space categories the amounts of square feet needed, amounts of satisfactory square feet existing, changes caused by remodeling, renovation, and new construction recommendations, and the total amounts of square feet planned? \checkmark
22.	Are the amounts of square feet planned the same as the amounts of square feet needed? \checkmark
The Edu	cational Plant Survey for _ <u>University of South Florida</u> was approved
by the U	niversity Board of Trustees on

USF EDUCATIONAL PLANT SURVEY 2016-2017 APRIL 2017

University President

Date

Date

Chair, Board of Trustees

Agenda Item: FL 111

USF Board of Trustees

June 8, 2017

Issue: USF 2015-2025 Campus Master Plan Amendments

Proposed action: Approval of Proposed Amendments to Campus Master Plans

Executive Summary:

The USF Tampa 2015-2025 Campus Master Plan Amendment 1 (2017) includes updates to the Plan to reflect the development evolution of the P3 Village and Publix area, USF parking lot expansion, and proposed changes to the Moffitt Cancer Center facilities including proposed Sublease expansion at the USF Eye Institute. The revisions are reflected in the attached amended Future Land Use Figure 4-1: 10 Year Campus Master Plan Concept and Figure 4-6: 10 Year Encumbrances, Leases, Subleases, and Easements.

USF St. Petersburg 2015-2025 Campus Master Plan Amendment 2 (2017): The USF Capital Improvement Plan includes project USFSP Facility Purchase and Renovation at Priority 11. In order to be eligible for first year funding, projects must have Educational Plant Survey (EPS) Recommendation. An EPS Recommendation for this project is dependent on two requirements: BOT adoption of a USFSP Campus Master Plan Amendment graphic to include the proposed property acquisition area and a building condition assessment. The amended USFSP 2015-2015 Campus Master Plan Figure 2-a Master Plan completes the first requirement.

Financial Impact:

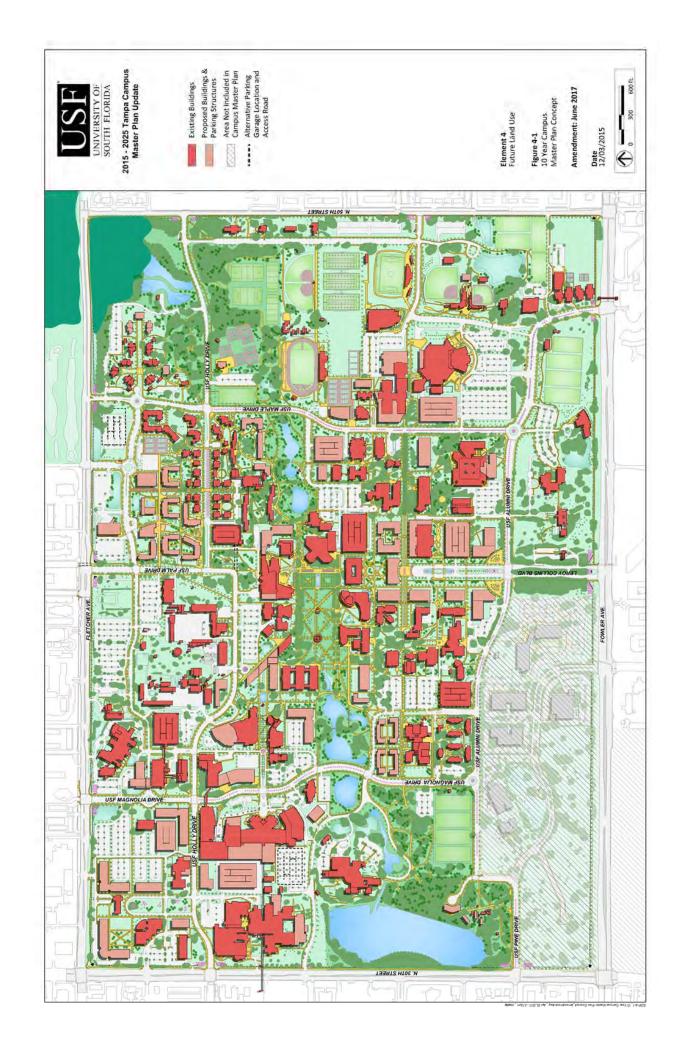
None

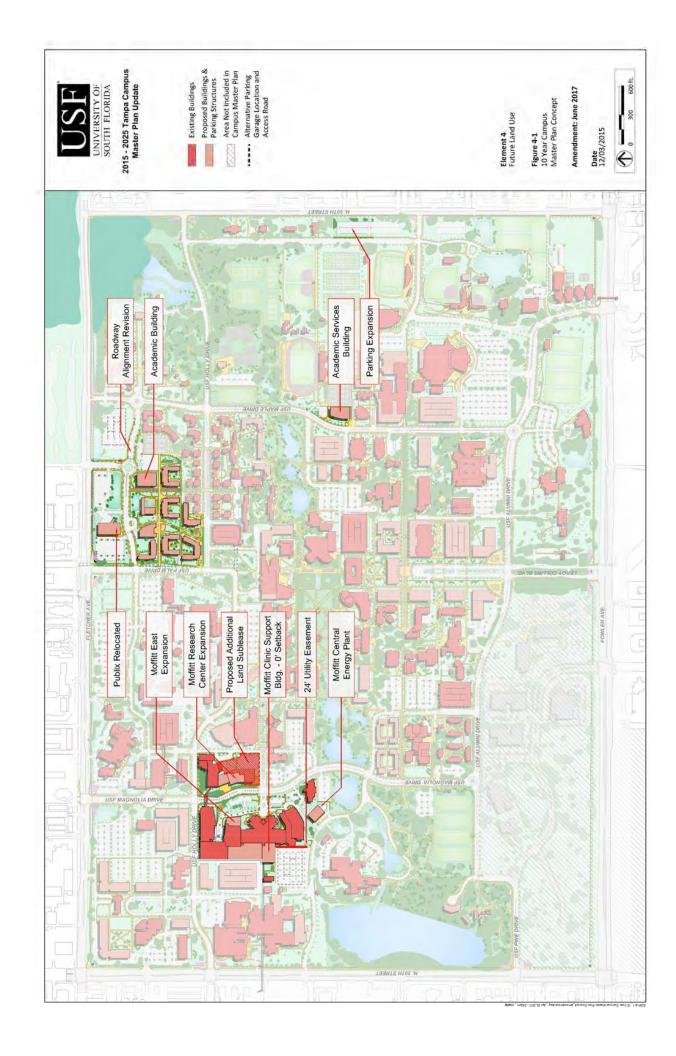
Strategic Goal(s) Item Supports: 2013-2018 USF Strategic Plan Goals 1-4 BOT Committee Review Date: Academic & Campus Environment May 18, 2017

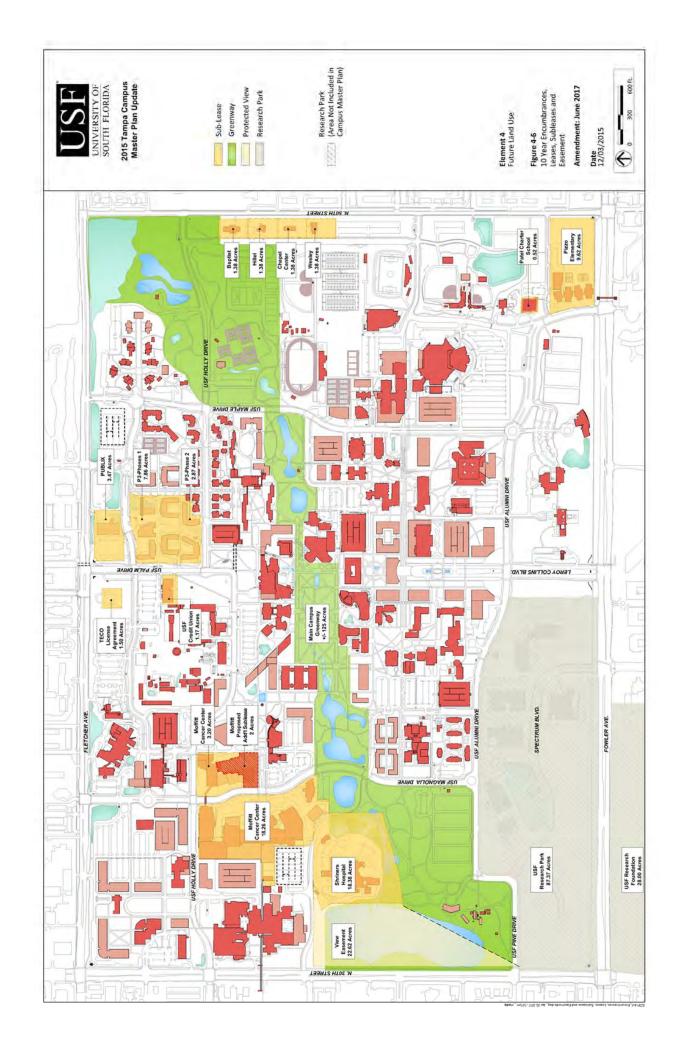
Supporting Documentation Online (please circle): Yes

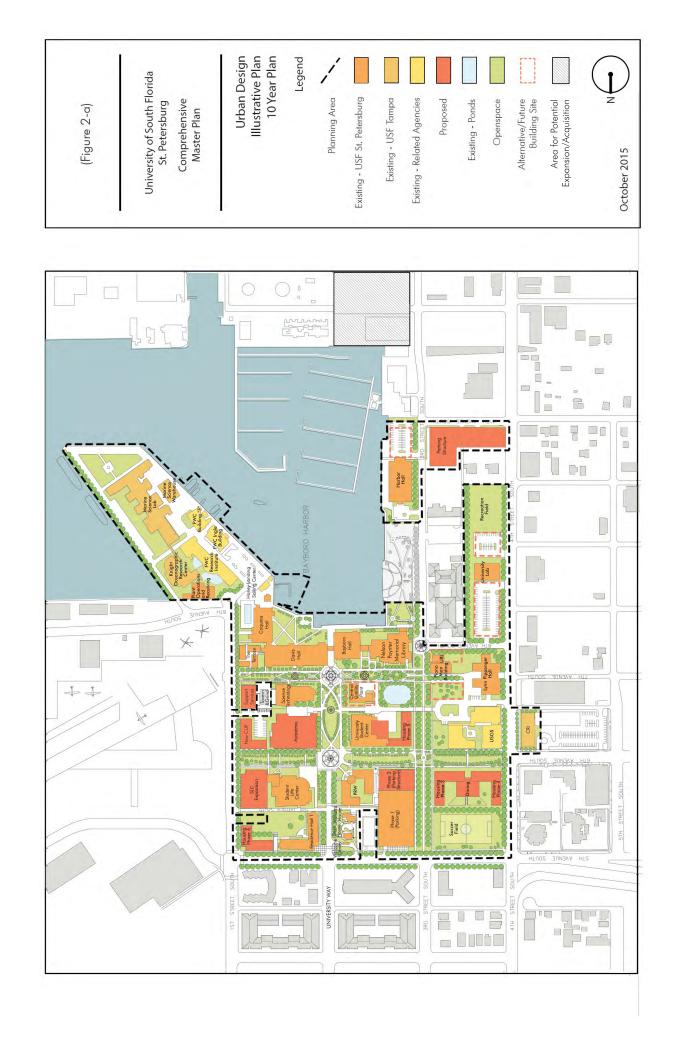
USF System or Institution specific: USF

Prepared by: Christopher G. Duffy, AVP Administrative Services









Agenda Item FL 112

USF Board of Trustees June 8, 2017

Issue: Program Termination
Proposed action: Termination of MA in Journalism
Executive Summary:
Proposed termination of MA in Journalism, CIP 09.0401. This program has no students enrolled. As such, this program has been recommended for Termination. No faculty, staff, or students will be affected by this action.
Financial Impact: No financial impact.
Strategic Goal(s) Item Supports: Goal 1 Workgroup Review Date: April 6, 2017 ACE Supporting Documentation Online (please circle): Yes USF System or Institution specific: USF Tampa Prepared by: Dr. Theresa Chisolm

Revised 12/2016

Board of Governors, State University System of Florida ACADEMIC DEGREE PROGRAM TERMINATION FORM In Accordance with BOG Regulation 8.012

UNIVERSITY:University of South Florida Tampa
PROGRAM NAME:Journalism
DEGREE LEVEL(S): _Masters (MA) CIP CODE: _ 09.0401 (B., M., Ph.D., Ed.D., etc.) (Classification of Instructional Programs)
ANTICIPATED TERMINATION TERM:Spring 2017(First term when no new students will be accepted into the program)
ANTICIPATED PHASE-OUT TERM:Spring 2017 (First term when no student data will be reported for this program)

Please use this form for academic program termination. The form should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for consideration. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012, with notification sent to the Board of Governors, Office of Academic and Student Affairs. For doctoral level programs please submit this form with all the appropriate signatures for Board of Governors' consideration. The issues outlined below should be examined by the UBOT when approving program terminations.

1. Provide a narrative rationale for the request to terminate the program.

The MA in Journalism (CIP 09.0401) at USF Tampa has been suspended since Spring 2014. There are currently no students in the program so a teach-out plan is not required.

Page 1 of 3

Revised 12/2016

Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.

The degree program in Journalism at USF Tampa was suspended in 2014 due to low degree productivity. The closure of the Tampa program will have no impact on enrollment, enrollment planning, and/or reallocation of resources. USF St. Petersburg, which has separate SACSCOC accreditation, will continue its masters' degree program in the CIP 09.0401.

3. Explain how the university intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program. Please provide the date when the teach-out plan was submitted to SACSCOC, if applicable.

No faculty, staff or students will be affected by the termination of this program. No students are currently enrolled and there are no staff or faculty positions designated solely for this program.

 Provide data (and cite sources) on the gender and racial distribution of students in and faculty affiliated with the program. For faculty, also list the rank and tenure status of all affected individuals.

Not applicable

Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students in the program.

This termination results in no negative impact on the current representation of females, minorities, faculty or students.

 If this is a baccalaureate program, please explain how and when the Florida College System (FCS) institutions have been notified of its termination so that students can be notified accordingly.

This is not a baccalaureate program.

, P 0 P 0	Revised 12/2016
Theresa Chischm	12/07/16
Signature of Requestor/Initiator	Date
Signature of Campus EO Officer Signature of College Dean	12/07/16 Date 12/7/16 Date
Signature of President or Vice President for Academic Affairs	Date ·
Date Approved by the Board of Trustees	Date
Signature of the Chair of the Board of Trustees	Date

Agenda Item: FL 113

No

USF Board of Trustees June 8, 2017

Issue: USF BOT Audit and Compliance Committee Charter

Proposed action: Approval of USF BOT Audit and Compliance Committee

Charter

Executive Summary: The Audit and Compliance Committee Charter brings the university into compliance with certain requirements within the Florida Board of Governors (BOG) Regulations 4.002 and 4.003.

The Charter formally communicates the committee's membership and meeting requirements, as well as responsibilities for providing governance oversight to both USF System Audit and the Compliance & Ethics Program. The BOG Regulations require the committee's charter be approved by the board of trustees and reviewed at least every three years.

Financial Impact: N/A

Strategic Goal(s) Item Supports: The USF System Audit and USF System Compliance & Ethics

Program efforts support all four of the USF System Strategic Goals. **Committee Review Date:** Audit & Compliance, 5/18/17

Supporting Documentation Online (please circle): (Yes)

Proposed Charter for USF BOT Audit and Compliance Committee

USF System or Institution specific: USF System **Prepared by:** Kate Head, Associate Director

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USF Board of Trustees Audit And Compliance Committee Charter

I. Purpose

The Audit and Compliance Committee ("Committee") is established in accordance with the Florida Board of Governors Regulation 4.002(2). The Committee is appointed by the University of South Florida Board of Trustees ("Board") Chair to assist the Board in its oversight responsibilities. This charter identifies the purpose, authority, and responsibilities of the Committee. The Committee plays a key role in fulfilling the Board's governance responsibilities throughout the University of South Florida System ("USF System") including its direct support organizations ("DSOs").

II. Membership and Composition

The Committee consists of at least three members of the Board. The Chair of the Board is responsible for appointing the chair of the Committee as well as the additional members of the Committee. Members serve on the Committee until the Board Chair's term ends or their departure from the Board, resignation, or replacement by the Chair of the Board.

The Committee should consist of at least one member with professional experience and expertise in the following areas: finance, accounting, financial reporting, auditing, risk management, or compliance. Other Committee members should have professional experience and expertise in at least one of the following fields: post-secondary education, non-profit administration, law, banking, finance, accounting, financial reporting, auditing, risk management, compliance, or information technology.

III. Meetings

The Committee meets as needed to fulfill its governance responsibilities. Any meeting of the Committee may be conducted through a telephone conference call or by any other technological means. A majority of the members of the Committee constitutes a quorum for the transaction of business.

Committee meetings shall be open and noticed to the public in accordance with Article I, Section 24 of the Florida Constitution and the requirements of Chapter 286, Florida Statutes.

The Committee may ask members of management or other individuals to provide pertinent information as necessary. In addition, the Committee may request special reports from USF System or DSO management on topics that may enhance its understanding of its activities and operations.

Meeting agendas are prepared jointly by the Committee Chair, the Chief Audit Executive, and the Chief Compliance Officer. Meeting agendas and appropriate briefing materials are provided in advance to Committee members, and written minutes of the meetings are prepared. All records of the meetings are public records subject to Chapter 119 and Chapter 268, Florida Statutes, including any provisions for exemption.

In addition to scheduled meetings of the full Committee, the Committee Chair meets with the Chief Audit Executive and the Chief Compliance Officer as needed.

IV. Authority and Governance

The Committee serves an important role in ensuring that processes are in place to meet USF System's responsibility for financial and operational accountability, integrity, and efficiency, in compliance with applicable laws, regulations, rules, policies, and procedures.

The Committee has full and unrestricted access to all USF System functions, including its DSOs and practice plans, activities, records, property, information systems, and personnel, including those records or activities exempt from the Public Records laws, needed to fulfill its responsibilities. The Committee members are responsible for ensuring confidential records obtained in the course of its activities are adequately secured and are not disclosed without established authority.

The Board authorizes the Committee to study or investigate any matter within the scope of responsibilities outlined in this charter. The Committee will inform the Board of such activities and results.

V. Responsibilities

With regard to each topic listed below, the Committee is responsible for the following:

A. Internal Controls

Consider the economy, efficiency, and effectiveness of the financial and operational internal control systems, including information technology, by requesting and reviewing information from the Chief Audit Executive and external auditors about significant risks within the USF System and DSOs.

Assess the adequacy of management's actions to identify, assess, and mitigate identified risks with strong control activities, information and communication, and monitoring processes.

B. Data Integrity

Review the adequacy of USF System's information technology management methodology with regards to internal controls, including applications, systems, and infrastructure.

Review the adequacy of the USF System's data management policies and procedures to ensure data security and data integrity in institutional reporting.

C. Financial Statements

Review the external auditors' review of internal control over financial reporting, and obtain reports on significant findings and recommendations, together with management's responses.

Review any disclosure of: 1) significant deficiencies and material weaknesses in the design or operation of internal control over financial reporting which are reasonably likely to adversely affect USF System's ability to record, process, summarize, and report financial data; and 2) any fraud, whether material or not, that involves management or other employees who have a significant role in USF System's internal controls.

D. External Audit

Related to audits or other engagements performed by external auditors, including the State of Florida Auditor General, review with the external auditors and/or the Chief Audit Executive:

- Results of the engagement, which may include audited financial statements, an opinion letter, or other reports issued by the external auditors;
- Any material adjustments to the financial statements;
- Significant findings or recommendations; and
- Management letters issued by the external auditors, together with responses for addressing issues noted.

Perform annual reviews of DSOs' audit and financial reports. [BOT Policy 07-001, 4].

Review and contract with external auditors for special audits or reviews related to USF System's affairs and report the results of any such special projects to the Board.

E. Internal Audit

Review the independence, qualifications, activities, performance, resources, and structure of the USF System Audit function and ensure no unjustified restrictions or limitations are made. Discuss with the Chief Audit Executive any difficulties encountered in the course of performing audits, including restrictions on the scope of work and access to required information.

Review and approve the proposed USF System Audit Work Plan and any subsequent changes for the upcoming fiscal year or the multi-year plan and ensure that it addresses key areas of risk based on risk assessment procedures performed by USF System Audit in consultation with management and the Committee.

Obtain and review USF System Audit reports, including those concerning fraud investigations.

Review the status of USF System Audit recommendations. Ensure that significant findings and recommendations made by USF System Audit auditors and management's proposed responses are received, discussed, and appropriately dispositioned.

Review and approve the USF System Audit Annual Report. Review USF System Audit's performance relative to the work plan and the impact of any resource limitations.

Review the Audit Charter at least every three (3) years.

Review the results of the quality assurance and improvement program including the external assessment performed every five (5) years.

F. Compliance & Ethics Program

Review the independence, qualifications, activities, resources, and structure of the USF System Compliance & Ethics Program function and ensure no unjustified restrictions or limitations are made.

Review and approve the USF System Compliance & Ethics Program Plan and any subsequent changes.

Review the effectiveness of the USF System Compliance & Ethics Program in preventing or detecting noncompliance, unethical behavior, and criminal

misconduct and ensure that it has appropriate standing and visibility across the USF System.

Ensure that significant findings and recommendations made by the Chief Compliance Officer are received, discussed, and appropriately dispositioned.

Ensure that procedures for reporting misconduct and criminal violations are well publicized and administered and include a mechanism that allows for anonymity or confidentiality, whereby members of the USF System community may report or seek guidance without the fear of retaliation.

Review the effectiveness of the USF System for monitoring compliance with laws and regulations and management's investigation and follow-up (including disciplinary action) of any wrongful acts or non-compliance.

Obtain regular updates from the Chief Compliance Officer regarding Compliance & Ethics matters that may cause significant financial, legal, reputational, or operational impact to the USF System or its DSOs.

Govern the office of the Chief Compliance Officer under the Compliance & Ethics Program Charter approved by the board of trustees and reviewed at least every three (3) years for consistency with applicable Board of Governors and USF System regulations, professional standards, and best practices.

Review the results of the external review of the USF System Compliance & Ethics Program's design and effectiveness and any recommendations for improvement every five (5) years.

G. Reporting Responsibilities

Regularly update the Board about the Committee's activities and make appropriate recommendations.

Ensure the Board is aware of matters that may have a significant financial, legal, reputational, or operational impact to the USF System or its DSOs.

H. Evaluating Performance

Evaluate the Committee's own performance, both of individual members and collectively, on a periodic basis and communicate the results of this evaluation to the Board.

VI. Charter Review and Approval

The charter for the USF System Board of Trustees Audit and Compliance Committee shall be reviewed at least every three (3) years for consistency with applicable Board of Governors and USF System regulations, professional standards, and best practices.

	Approved on:
Brian D. Lamb, Chair, Board of Trustees	
	Approved on:
Nancy H. Watkins, Chair of the Board of Trustees Audit & Compliance Committee	
Industry Complete LICE Contains Description	Approved on:
Judy L. Genshaft, USF System President	

Agenda Item: FL 114

No

USF Board of Trustees June 8, 2017

Issue: USF System Compliance & Ethics Program Plan
Proposed action: Approval of USF System Compliance & Ethics Program Plan
Executive Summary: The USF System Compliance & Ethics Program Plan brings the university into compliance with certain requirements contained in Florida Board of Governors (BOG) Regulation 4.003.
The Program Plan describes the structure and responsibilities of the USF System Compliance & Ethics Program, which is organized in accordance with the "essential elements" of the Federal Sentencing Guidelines.
Financial Impact: N/A
Strategic Goal(s) Item Supports: The USF System Compliance & Ethics Program efforts

support all four of the USF System Strategic Goals.

Committee Review Date: Audit & Compliance, 5/18/17

Supporting Documentation Online (please circle):

Proposed USF System Compliance & Ethics Program Plan

USF System or Institution specific: USF System

Prepared by: Jeff Muir, Chief Compliance Officer



USF System Compliance & Ethics Program Plan

The USF System Compliance & Ethics Program (the "Program") is responsible for the coordination and management of all USF System compliance and ethics activities. The Program provides assurance to the USF System Board of Trustees that such activities are reasonably designed, implemented, enforced, and effective in preventing and detecting violations of law, regulations and policies, as well as violations of ethical principles of conduct. The Program provides centralized, coordinated compliance oversight by utilizing risk assessments, compliance gap analyses, education and training, and monitoring and responding to reported issues.

All State University System (SUS) institutions must develop and implement a compliance and ethics program by November 2018 under Florida Board of Governors Regulation 4.003. This regulation is based on the Federal Sentencing Guidelines (FSG), the Florida Code of Ethics for Public Officers and Employees (the "FCOE") and industry best practices. Organizations with effective compliance and ethics programs, as defined by the FSG, can be spared potential fines, in some cases up to 95% of potential fines, if they can demonstrate their exercise of due diligence in preventing and detecting criminal conduct; and otherwise promoting an organizational culture that encourages ethical conduct and a commitment to compliance with the law.

This Program Plan summarizes the current status of the Compliance & Ethics Program as required under BOG Regulation 4.003, organized by prescribed "essential elements" under the Federal Sentencing Guidelines.

Element I: Governance & High-Level Oversight

The **governance and high-level oversight** element of an effective compliance and ethics program refers to the board of trustees receiving reports about compliance program activities. Trustees must demonstrate knowledge and oversight of the program. A high-level person (a compliance officer who has proper authority and reporting responsibilities) must be designated to oversee the compliance & ethics program. The USF System addresses this element through the Board of Trustees Audit & Compliance Committee, the USF System Compliance & Ethics Program, and the Chief Compliance Officer.

A. Board of Trustees Audit and Compliance Committee

Effective compliance and ethics programs have a **governing authority** knowledgeable about the content and operation of the compliance and ethics program. This governing authority exercises reasonable oversight with respect to the implementation and effectiveness of the compliance and ethics program. [FSG Element 2A]

Each board of trustees shall assign responsibility for providing governance oversight of the Program to the committee of the board responsible for audit and compliance. [BOG Regulation 4.003(3)]

The Audit and Compliance Committee of the USF Board of Trustees ("BOT Committee") serves as the USF System's governing authority for the USF System Compliance & Ethics Program. Members of this committee are appointed by the Chair of the USF Board of Trustees (the "Board"). This committee assists the Board in discharging its oversight responsibilities and oversees the following for the USF System and its direct support organizations:

- Internal control structure;
- Independence and performance of internal and external audits and corrective action plans;
- Integrity of information technology infrastructure and data governance;
- Independence and effectiveness of the compliance and ethics program;
- Compliance with applicable laws and regulations;
- · Standards for ethical conduct;
- Risk mitigation; and
- Internal investigative processes.

More information about the Board of Trustees Audit and Compliance Committee may be found in their current charter provided in Appendix A.

B. USF System Compliance & Ethics Program

Each board of trustees shall implement a university-wide compliance and ethics program (Program) as a point for coordination of and responsibility for activities that promote ethical conduct and maximize compliance with applicable laws, regulations, rules, policies, and procedures. [BOG 4.003(1)]

The USF System Compliance & Ethics Program was established in 2007 with the appointment of a Chief Compliance Officer, who was charged by the USF System President and the Board of Trustees to create and maintain an effective compliance & ethics program based on best-practices to prevent, monitor, detect, and respond to non-compliance and recommend corrective actions to fully meet regulatory requirements. The Program is responsible for the coordination and management of

all USF System compliance and ethics activities. As such, the Program serves as a central point for coordination of and responsibility for activities that promote ethical conduct and maximize compliance with applicable laws, regulations, rules, policies, and procedures. The Program provides assurance to the USF System Board of Trustees that such activities are reasonably designed, implemented, enforced, and effective in preventing and detecting violations of law, regulations, and policies, as well as violations of ethical principles of conduct.

The *mission* of the Program is to create, support, and promote a system-wide culture of compliance, ethics, and accountability as required by Chapter 8, Part B, Section 2(b) of the Federal Sentencing Guidelines and Florida Board of Governors Regulation 4.003. The *vision* is for the University of South Florida System to demonstrate preeminence—via our institution's commitment to a culture of compliance and ethics throughout all levels of our organization.

More information about the Program may be found in the USF System Compliance & Ethics Program Charter provided in Appendix B.

C. Chief Compliance Officer

High-level personnel of the organization ensure that the organization has an effective compliance and ethics program. A specific individual within high-level personnel is assigned overall responsibility for the compliance and ethics program. [FSG Element 2B]

Each university, in coordination with its board of trustees, shall designate a senior level administrator as the chief compliance officer. The chief compliance officer is the individual responsible for managing or coordinating the Program. Universities may have multiple compliance officers; however, the highest ranking compliance officer shall be designated the chief compliance officer. [BOG 4.003(4)]

The USF System Chief Compliance Officer (CCO) is ultimately responsible for the USF System Compliance & Ethics Program. The CCO reports functionally to the Board of Trustees' Audit & Compliance Committee and administratively to the USF System President and the Chief Operating Officer.

To ensure that the Program has the capabilities to perform its assigned responsibilities and duties, the CCO is responsible for the following:

- Maintaining a professional staff with sufficient size, knowledge, skills, and experience to ensure an effective Program;
- Utilizing approved third-party resources as appropriate to supplement the Program's efforts;

- Communicating routinely with the Board of Trustees and USF System
 President regarding Program activities and perform assessments of the
 Program with changes and improvements where necessary; and
- Developing and updating this Plan.

More information about the responsibilities of the CCO may be found in the USF System Compliance & Ethics Program Charter provided in Appendix B.

D. USF System Executive Compliance & Ethics Council

The USF System Executive Compliance & Ethics Council (ECEC) serves as the oversight committee for operational issues concerning the USF System Compliance & Ethics Program. The Council's primary role is advising the USF System President on appropriate system responses to major cross-jurisdictional compliance gaps, including determination of "risk ownership", mitigation strategies, and resource implications.

The ECEC is co-chaired by the USF System Chief Operating Officer and a Regional Chancellor. The Council is comprised of the following individuals:

- Senior Vice Provost
- Vice President, Student Affairs & Student Success
- Chief Operating Officer, USF Health
- Chief Operating Officer, USF Foundation
- Chief Information Officer
- Chief Compliance Officer
- Executive Director/Chief Internal Auditor
- Senior Associate Vice President, Research & Innovation
- General Counsel

The ECEC meets at the call of the Chair(s) and is provided staff support by the Associate Compliance Officer and the Compliance Officers Workgroup. The Chief Compliance Officer is responsible for keeping the BOT Audit & Compliance Committee informed as to the activities of the ECEC.

E. (High Risk) Compliance Officers Workgroup

The Program may designate compliance officers for various program areas throughout the university based on an assessment of risk in any particular program or area. If so designated, the individual shall coordinate and communicate with the chief compliance officer on matters relating to the Program. [BOG 4.003(7)(d)]

The Compliance Officers Workgroup is composed of the senior compliance officers in all "high-risk" compliance units within the USF System. Pursuant to the USF System Compliance & Ethics Program Charter, the workgroup members are

designated as "Accountable Reports" to the Chief Compliance Officer, the terms of which are outlined in memoranda by the USF System President. The Workgroup is chaired by the Chief Compliance Officer and is comprised of the following individuals:

- Director, Research Integrity & Compliance
- Associate Athletic Director for Compliance
- Associate Director, Human Resources Compliance
- Director, Professional Integrity Program, USF Health
- Assistant Vice President, Information Security
- Director, Equal Opportunity and Compliance
- Director, Environmental Health & Safety
- Other compliance officers as designated by the President

The Compliance Officers Workgroup assists the Chief Compliance Officer in maintaining an effective and broad-based program designed to prevent, monitor, and detect areas of non-compliance and, when necessary to fully meet compliance requirements, recommends corrective actions. The Chief Compliance Officer may also include compliance officers from other risk areas as ex-officio members to assist the Workgroup in its efforts.

Element 2: Establish Standards of Conduct, Policies, & Procedures

The **establish standards** element of an effective compliance and ethics program refers to maintaining and publishing policies, procedures, and a code of conduct that addresses the risks of doing business and the expectations for the conduct of the workforce. [Compliance Makes A Difference, SCCE, 2014]. Under the FSG and BOG regulation, this element is expressed as follows:

The organization shall establish standards and procedures to prevent and detect criminal conduct. [FSG Element 1]

The Program shall be...reasonably designed to optimize its effectiveness in preventing or detecting noncompliance, unethical behavior, and criminal conduct, as appropriate to the institution's mission, size, activities, and unique risk profile. [BOG 4.003(2)(a)]

The USF System establishes, maintains, and publishes policies which address the risks of doing business. USF System policies and regulations are published in a searchable, online database maintained by Office of the General Counsel. Procedures for core

business processes are available via the Online Business Processes Library, available to USF System faculty, staff, administration employees, and temporary employees ("USF System employees") through the *myUSF* portal.

The foundational standard of conduct for USF System employees is the Florida Code of Ethics for Public Officers and Employees (FCOE), Section 112.313 of the Florida statutes. Under the FCOE, USF System employees are prohibited or restricted from engaging in certain activities that create, or have the potential to create, a conflict of interest or conflict of commitment between their personal interests and the public responsibilities of the USF System. All USF System employees are public employees of the State of Florida and, therefore, are subject to the provisions of the FCOE. Guidance for USF System employees regarding compliance with the FCOE and related standards of conduct are provided in USF System Policy 0-027. This policy also proscribes employees' disclosure and acknowledgment requirements concerning matters covered under the FCOE.

These established standards ensure the efficiency and effectiveness of our operations while addressing the intrinsic risks of doing business; and set expectations for USF System employee conduct.

Element 3: Create a Fair and Ethical Culture

The **create a fair and ethical culture** element of an effective compliance and ethics program involves establishing incentives tied to performance for the workforce, including leadership, to help create a tone where "doing the right thing" is evaluated and rewarded. Under the FSG and BOG regulation, this element is expressed as follows:

The organization's compliance and ethics program shall be promoted and enforced consistently throughout the organization through (A) appropriate incentives to perform in accordance with the compliance and ethics program; and (B) appropriate disciplinary measures for engaging in criminal conduct and for failing to take reasonable steps to prevent or detect criminal conduct. [FSG Element 6]

The Chief Compliance Officer shall...promote and enforce the Program, in consultation with the president and board of trustees, consistently through appropriate incentives and disciplinary measures to encourage a culture of compliance and ethics. Failures in compliance or ethics shall be addressed through appropriate measures, including education or disciplinary action. [BOG 4.003 (7)(q)9]

Institutions must ensure that their workforce adhere to the institution's policies and procedures with respect to internal controls and compliance, including adherence to high ethical standards. As a starting point, our institutions' compliance and internal

controls infrastructure must be strong enough to underpin these incentives. Compliance "happens" when employees *understand* their obligations, are *able* to meet their obligations, and are *willing* to comply. Incentives impact risk. Institutions via their risk and compliance controls can better incentivize employees' compliance in several ways:

- Be clear about expectations.
- Reward managers who achieve compliance.
- Reward managers who cultivate a culture of compliance.
- Make strong compliance an advertised goal.

All USF System and related-entity employees are responsible for detecting and reporting known or suspected waste, fraud, or financial mismanagement. This responsibility also extends to business entities conducting business with the USF System. The USF System strives to identify and promptly investigate any possibility of wasteful, fraudulent, or related dishonest activities against the USF System or its students and employees; and to take appropriate disciplinary or legal action. Anyone found to have engaged in wasteful or fraudulent conduct, including financial mismanagement, are subject to disciplinary action up to and including dismissal or expulsion and civil or criminal prosecution under USF System Regulation USF5.001. USF System employees who deliberately, willfully, and knowingly make false accusations are subject to disciplinary action up to and including dismissal.

Element 4: Open Lines of Communication

The **open lines of communication** element of an effective compliance and ethics program refers to establishing an anonymous or confidential reporting line/hotline for misconduct and surveying the workforce for feedback. Under the FSG and BOG regulation, this element is expressed as follows:

The organization shall take reasonable steps to have and publicize a system, which may include mechanisms that allow for anonymity or confidentiality, whereby the organization's employees and agents may report or seek guidance regarding potential or actual criminal conduct without fear of retaliation. [FSG Element 5C]

The Program shall require the university, in a manner which promotes visibility, to publicize a mechanism for individuals to report potential or actual misconduct and violations of university policy, regulations, or law, and to ensure that no individual faces retaliation for reporting a potential or actual violation when such report is made in good faith. If the chief compliance officer determines the reporting process is being abused by an individual, he or she may recommend actions to prevent such abuse. [BOG 4.003(7)(e)]

USF System Regulation USF5.001 assigns responsibility to all levels of USF System management, their employees, and related-entity employees to prevent, detect, and

report waste, fraud, financial mismanagement, or other violations of USF System policy or regulation. These responsibilities are assigned as described below:

USF System management must be familiar with the types of improprieties that may occur in their areas of responsibility and must be alert for any indication of wasteful, fraudulent, or dishonest acts. "Risk ownership" for such activities resides with each USF System vice president or chancellor; therefore, each is responsible for ensuring a system of internal controls is established and maintained which provides reasonable assurance that improprieties are prevented within their respective area. USF System management is also required to establish and follow internal controls necessary for their operations.

USF System and related-entity employees are required to immediately report suspected wasteful, fraudulent, or dishonest acts which are suspected, observed, or made known to them. USF System and related-entity employees must either anonymously report the acts in EthicsPoint, our anonymous reporting hotline, or to their supervisor. When there is a known or suspected conflict of interest with the entity to whom the regulation directs the employee to report, then the regulation provides alternative individuals or units to whom the employee must report.

EthicsPoint—a third party hosted hotline—enables USF System employees to safely, securely, and anonymously report activities which may involve misconduct, fraud, abuse, and other violations of USF policies. EthicsPoint may be accessed online or by contacting the hotline by telephone. The Chief Compliance Officer is responsible for the management of EthicsPoint.

In addition to anonymous reporting in EthicsPoint, the USF System provides its employees with a confidential resource via ombuds with whom they can discuss concerns regarding their experience at our institution and explore alternatives for how to best address those concerns. Our ombuds provide independent, impartial, informal, and confidential professional resources to our employees.

The USF System Ombuds Office provides ombuds services to all USF System employees. The Ombuds Office at USF St. Petersburg (USFSP) provides ombuds services to faculty, staff, administration, and temporary employees at USFSP.

The USF System publicizes EthicsPoint and employee Ombuds services via the following mechanisms:

- Including EthicsPoint, Ombuds, Regulation USF5.001, and USF System Policy 0-027 education and training during the Compliance & Ethics session of New Employee Orientation;
- Displaying EthicsPoint Posters prominently throughout our campuses; and
- Including EthicsPoint information is part of the training component of the Florida
 Code of Ethics (FCOE) disclosure form, completed annually by the following USF

System employee types: all faculty; all administration employees; and any staff or temporary employees issued a procurement card or role in FAST, our financial system.

Element 5: Education and Training

The **education and training** element of an effective compliance and ethics program refers to conducting training programs that cover regulatory requirements, the roles of the workforce, and areas of risk. Under the FSG and BOG regulation, this element is expressed as follows:

The organization shall take reasonable steps to communicate periodically and in a practical manner its standards and procedures, and other aspects of the compliance and ethics program, to members of the governing authority, high-level personnel, substantial authority personnel, the organization's employees, and, as appropriate, the organization's agents by conducting effective training programs and otherwise disseminating information appropriate to such individuals' respective roles and responsibilities. [FSG Element 4]

University employees and board of trustees' members shall receive training regarding their responsibility and accountability for ethical conduct and compliance with applicable laws, regulations, rules, policies, and procedures. The Program plan shall specify when and how often this training shall occur. [BOG 4.003(7)(b)]

USF System employees receive training regarding their responsibility and accountability for ethical conduct and compliance with applicable laws, regulations, rules, policies, and procedures. This training occurs as described below.

A. Compliance & Ethics Training for New Employees

The Program delivers compliance and ethics training to new USF System employees as part of employee onboarding programs administered by the Division of Human Resources. All new administration and staff employees are encouraged to attend orientation, called "Welcome to USF". At USF Tampa, these sessions are held every two weeks and coincide with USF Tampa's new administration and staff employee hiring cycles. At USF St. Petersburg, these trainings are held periodically throughout the year, the frequency of which is based on the volume of new hires. At USF Sarasota-Manatee, this information is provided as part of their new employees' one-on-one orientation with their HR department, due to the low volume of new hires relative to USF Tampa and USFSP.

B. Compliance & Ethics Training for Current Employees

Certain USF System employees are required to complete an annual FCOE disclosure in eDisclose, our online disclosure and review system. This annual disclosure includes FCOE, nepotism, and outside activity trainings as well as a mechanism for the disclosure, review, and, when warranted, implementation of mitigation strategies for potential and actual conflicts of interest under the FCOE or USF System Policy 0-027. An annual FCOE disclosure is required of the following types of employee positions, which equates to approximately 6,700 employees each year:

- All current Faculty
- All current Administration employees
- All current Staff employees issued a procurement card (PCard) or FAST role.
- All current temporary employees issued a PCard or FAST role.

The Compliance & Ethics Program does not provide compliance & ethics training to new staff or temporary employees who do not have a financial role for the USF System; that is, they have not been issued a PCard or FAST role.

C. Compliance & Ethics Training for BOT Members

Board of Trustees' members receive compliance training regarding their responsibility and accountability for ethical conduct and compliance on an annual basis or at the request of the Chair.

Element 6: Detection, Remediation, and Enforcement

The **detection**, **remediation**, **and enforcement** element of an effective compliance and ethics program refers to screening employees to ensure they have not been involved in criminal activity, establishing sanctions for non-compliance with organizational standard and the law, taking immediate action to address misconduct, and making corrective actions to prevent recurrence. Under the FSG and BOG regulation, this element is expressed as follows:

The organization shall use reasonable efforts not to include within the substantial authority personnel of the organization any individual whom the organization knew, or should have known through the exercise of due diligence, has engaged in illegal activities or other conduct inconsistent with an effective compliance and ethics program. [FSG Element 3]

After criminal conduct has been detected, the organization shall take reasonable steps to respond appropriately to the criminal conduct and to prevent further similar criminal conduct, including making any necessary modifications to the organization's compliance and ethics program. [FSG Element 7]

The university shall use reasonable efforts not to include within the university and its affiliated organizations individuals whom it knew, or should have known (through the exercise of due diligence), to have engaged in conduct not consistent with an effective Program. [BOG 4.003(8)]

As part of its efforts to create a safe work and study environment, the USF System requires a criminal history background check be conducted on prospective employees as a condition of employment under USF System Policy 0-615 as follows:

Level 1 background checks are performed on all prospective employees as a condition of employment. A "Level 1 background check" is a background check that includes an employment history check, a nationwide criminal history background check through validated national database sources, and a check of the National Sex Offenders Public Website. It may also include a local criminal record check through local law enforcement agencies.

Level 2 background checks are performed on prospective employees where required by law or internal procedure. A "Level 2 background check" is a background check that includes a state or national fingerprint-based check in addition to the requirements of a Level 1 background check.

Current employees must report any conviction which occurs during their employment with USF to Human Resources. Human Resources may authorize a criminal history background check on current employees if required by law or if there is a reasonable belief that the employee has been convicted of a crime without reporting it to Human Resources. Where required by law, administrative rule, internal procedure, or administrative requirement or mandate, periodic Level 2 background check rescreens may be performed. If a criminal history background check on a current employee reveals any conviction of a felony or first degree misdemeanor, the individual will be separated from employment, unless the individual shows that the report is in error.

Element 7: Risk Assessment, Audit, & Monitoring

The **risk assessment**, **audit**, **and monitoring** element of an effective compliance and ethics program refers to finding and evaluating operational and organizational risks and taking steps to minimize those risk areas. This element includes ongoing testing of the controls established to minimize risks and ensure the controls are working. Under the FSG, this element is expressed as follows:

The organization shall take reasonable steps—to ensure that the organization's compliance and ethics program is followed, including monitoring and auditing to detect criminal conduct. [FSG Element 5(A)]

A. USF System Enterprise-Wide Risk Assessments

Every three years since 2011, the USF System Compliance & Ethics Program has coordinated and facilitated an enterprise-wide risk assessment for the USF System as part of the Enterprise Risk Management (ERM) program. ERM is an institution-wide or holistic approach to the risk management. "Risk Management" is a process that defines how our organization does the following:

- Identifies risks to the achievement of goals and objectives;
- Measures the significance of each identified risk;
- Determines the most appropriate business response to each risk; and
- Evaluates and reports on how well the chosen responses are carried out.

A USF System-level risk assessment is performed by upper-level management and their teams via the following actions:

- Define the major activities their area performs to achieve goals and objectives;
- Identify the essential processes used in each major activity; and
- Rank each process with respect to its impact on the achievement of goals and objectives and the probability that the process will fail to contribute to that achievement.

B. Audit & Monitoring Risks

USF System Audit is available to consult with USF System management to assist in establishing effective internal controls and recognizing improper conduct. As part of their annual work plan, USF System Audit performs audits which test the internal controls established by USF System management. When deficiencies through such testing are found, USF System Audit collaborates with USF System management in developing actionable steps to implement effective internal controls which are consistent with applicable federal or state law, USF System policies and procedures, and industry best practices. USF System Audit then follows up with management to verify the corrective and preventative measures are implemented in a timely fashion.

The USF System Compliance & Ethics Program is available to perform compliance reviews, risk assessments, and other consulting projects when compliance gaps are known or suspected. Compliance gaps can arise when the USF System has no known internal controls or the existing controls are not consistent with the law or industry best practices. Such reviews, assessments, and projects performed by the Program aim to bring the process or unit into compliance and, thereby, mitigate risk to the institution.

All USF System employees with compliance responsibilities, particularly those in high-risk areas, are responsible for monitoring their unit's internal controls. Monitoring involves pointing out errors, omissions, exceptions, and inconsistencies in procedures, and working with their team members to implement corrective and preventative measures. In this way, unit compliance officers assist the Chief Compliance Officer in maintaining an effective and broad-based program designed to prevent, monitor, and detect areas of non-compliance and, when necessary to fully meet compliance requirements, implement corrective action.

Element 8: Assessment of Effectiveness

The **assessment of effectiveness** element of an effective compliance and ethics program refers to evaluating the compliance program elements and how well they are being met. Under the FSG and BOG regulation, this element is expressed as follows:

The organization shall take reasonable steps—to evaluate periodically the effectiveness of the organization's compliance and ethics program. [FSG Element 5B]

The Program shall address the following components... The president and board of trustees shall be knowledgeable about the Program and shall exercise oversight with respect to its implementation and effectiveness. The board of trustees shall approve a Program plan and any subsequent changes. A copy of the approved plan shall be provided to the Board of Governors. [BOG 4.003 (7)(a)]

The Chief Compliance Officer shall... report at least annually on the effectiveness of the Program. Any Program plan revisions, based on the chief compliance officer's report shall be approved by the board of trustees. A copy of the report and revised plan shall be provided to the Board of Governors. [BOG 4.003(7)(g)8.]

Under BOG Regulation 4.003, the USF System Chief Compliance Officer (CCO) is required to provide an Annual USF System Compliance & Ethics Program Report ("Annual Report") on the effectiveness of the Program to the USF Board of Trustees. Any Program Plan revisions, based on the CCO's Annual Report, must be approved by the USF Board of Trustees. Copies of the Annual Report and revised Program Plan are provided to the Florida Board of Governors.

Program Plan: Preparation, Review, & Approval

The Board of Trustees shall approve a Program Plan and any subsequent changes. A copy of the approved plan shall be provided to the Board of Governors. [BOG 4.003(7)(a)]

The USF System Chief Compliance Officer and staff is responsible for developing and implementing the USF System Compliance & Ethics Program Plan. The Chief Compliance Officer is responsible for routinely communicating to the Board of Trustees and USF System President regarding Program activities and providing an Annual Report on the effectiveness of the Program. Any Program Plan revisions, based on the Chief Compliance officer's routine or annual reporting, shall be reviewed and approved by the USF Board of Trustees. A copy of the approved Program Plan and any subsequent changes shall be provided to the Florida Board of Governors.

Brian D. Lamb, Chair, Board of Trustees	Approved on:	
Judy L. Genshaft, USF System President	Approved on:	
Jeffrey A. Muir, Chief Compliance Officer	Approved on:	

Appendices

Appendix A. Board of Trustees Audit & Compliance Committee Charter. (Pending review and approval by the Board)

Appendix B. USF System Compliance & Ethics Program Charter.

APPENDIX B



USF System Compliance & Ethics Program Charter

This Charter identifies the purpose, authority, and responsibilities of the University of South Florida System Compliance & Ethics Program.

I. Purpose

The USF System Compliance & Ethics Program (the "Program") is responsible for the coordination and management of all USF System compliance and ethics activities. The Program provides assurance to the USF System Board of Trustees that such activities are reasonably designed, implemented, enforced, and effective in preventing and detecting violations of law, regulations and policies, as well as violations of ethical principles of conduct. The mission of the Program is to create, support, and promote a system-wide culture of compliance, ethics, and accountability as required by Chapter 8, Part B, Section 2(b) of the Federal Sentencing Guidelines and Florida Board of Governors Regulation 4.003.

II. Authority and Governance

The USF System Compliance & Ethics Program reports functionally to the Board of Trustees Audit and Compliance Committee and administratively to the USF System President and the Chief Operating Officer. This reporting relationship ensures the Program's independence and assures adequate consideration of the Program's compliance and ethics recommendations. The Chief Compliance Officer ("CCO") has primary responsibility for managing and coordinating the Program. The CCO and Program staff have organizational independence and objectivity to perform their responsibilities free from influence.

The Program has full and unrestricted access to all USF System functions, including its direct support organizations and practice plans, activities, records, property, information systems, and personnel, including those records or activities exempt from the Public Records laws, needed to fulfill its responsibilities.

The Program is responsible for ensuring confidential records obtained in the course of its activities are adequately secured and are not disclosed without established authority.

III. Responsibilities

The USF System Compliance and Ethics Program is responsible for fulfilling the requirements of an effective compliance program as outlined by Chapter 8, Part B, Section 2(b) of the Federal Sentencing Guidelines and Board of Governors Regulation 4.003. The CCO and staff shall:

 Develop and implement a Program Plan. This plan and any subsequent changes shall be approved by the Board of Trustees and a copy provided to the Board of Governors.

APPENDIX B

USF System Compliance & Ethics Program Charter

- Provide training to USF System employees and Board of Trustees' members regarding their responsibility and accountability for ethical conduct and compliance with applicable laws, regulations, rules, policies, and procedures.
- Facilitate an external review of the Program's design and effectiveness at least once every five (5) years. The first external review shall be initiated within five (5) years from the effective date of BOG Regulation 4.003. The review and any recommendations for improvement will be provided to the Board of Trustees and USF System President. The assessment shall be approved by the Board of Trustees with a copy provided to the Board of Governors.
- Administer and promote an anonymous "hotline" for individuals to report potential or
 actual misconduct and violations of university policy, regulations, or law, and ensure that no
 individual faces retaliation for reporting a potential or actual violation when such report is
 made in good faith.
- Support and communicate the USF System's policies on reporting misconduct and protection from retaliation, including the escalation of alleged misconduct, including criminal conduct, when there are reasonable grounds to believe such conduct has occurred.
- Communicate routinely to the Board of Trustees and USF System President regarding
 Program activities and provide an annual report on the effectiveness of the Program. Any
 program plan revisions, based on the CCO's annual report, shall be approved by the Board
 of Trustees. A copy of the annual report and any program plan revisions shall be provided
 to the Board of Governors.
- Assist the USF System in its responsibility to use reasonable efforts to exclude within the
 university and its affiliated organizations individuals whom it knew or should have known
 through the exercise of due diligence to have engaged in conduct inconsistent with an
 effective Program.
- Facilitate the designation of compliance officers for various program areas throughout the
 USF System, as either direct reports or accountable reports to the CCO. Such designations
 will be based on an assessment of risk in any particular program or area. If so designated,
 the individual shall coordinate and communicate with the CCO on matters relating to the
 Program.
- Promote and enforce the Program, in consultation with the Board of Trustees and USF
 System President, consistently through appropriate incentives and disciplinary measures to
 encourage a culture of compliance and ethics. Failures in compliance or ethics shall be
 addressed through appropriate measures, including education or disciplinary action.
- Initiate, conduct, supervise, coordinate, or refer to other appropriate offices such inquiries, investigations, or reviews deemed appropriate in accordance with university regulations and policies, state law, and/or federal regulations.

APPENDIX B

USF System Compliance & Ethics Program Charter

To ensure that the USF System Compliance and Ethics Program has the capabilities to perform the responsibilities and duties described herein, the CCO will:

- Maintain a professional staff with sufficient size, knowledge, skills, and experience to ensure an effective Program;
- · Utilize approved third-party resources as appropriate to supplement the Program's efforts;
- Communicate routinely with the Board of Trustees and USF System President regarding Program activities and perform assessments of the Program with changes and improvements where necessary.

IV. Charter Review and Approval

The Board of Trustees-approved Program Charter shall be reviewed at least every three (3) years for consistency with applicable Board of Governors and USF System regulations, professional standards, and best practices. A copy of the approved charter and any subsequent changes shall be provided to the Board of Governors.

Brian D. Lamb, Chair, Board of Trustees

2000

ndy L. Genshaft, USF System President

Approved on: 3 9 1

Approved on:

Jeffrey A. Mur, Chief Compliance Officer

Agenda Item: FL 115

USF Board of Trustees June 8, 2017

Issue: 2017-18 Continuation Operating Budget

Proposed action: Approve 2017-18 Continuation Operating Budget at last year's Operating Budget level. A subsequent approval will be needed once the legislative budget process has concluded with the Governor's approval and the USF System annual budget has been established.

Executive Summary:

The University of South Florida System Board of Trustees (the BOT) is required to adopt an annual budget for the operation of the University. The BOT must approve the budget prior to July 1, 2017 for the State Comptroller to process cash releases for state funds. The universities are still required to submit a detailed operating budget to the BOG by August 15, 2017.

We are requesting approval of the following:

Approval of a Continuation Operating Budget at the same level as 2016-17 Operating Budget. We are requesting approval of a continuation budget due to pending tuition decisions and the Governor's approval of the legislative appropriations for FY 2018. Once those decisions have been finalized, the USF System will prepare an operating budget according to our guidelines and the laws and regulations of the Board of Governors and submit to the BOT for approval at a later meeting.

Financial Impact: See attached.

Strategic Goal(s) Item Supports: Goal 4 – Sound Financial Management

Committee Review Date: Finance Committee, 05/18/17
Supporting Documentation Online (please circle): Yes

2017-18 Continuation Operating Budget Summary

USF System or Institution specific: USF System

Prepared by: Kevin Toso 974-5561

No

University of South Florida System 2017-18 Continuation Operating Budget Summary

		2015-16 BOT pproved Budget	Aţ	2016-17 BOT oproved Budget	Оре	Requested Continuation erating Budget for 2017-18
Budgeted Revenues:						
Educational & General (E&G)						
General Revenue	\$	321,809,086	\$	334,265,925	\$	334,265,925
Lottery	\$	45,715,375	\$	50,284,142	\$	50,284,142
Tuition (Budget Authority)	\$	257,735,456	\$	281,483,557	\$	281,483,557
Interest	\$	454,750	\$	932,919	\$	932,919
Total E&G	\$	625,714,667	\$	666,966,543	\$	666,966,543
Contracts & Grants	\$	389,227,364	\$	426,186,590	\$	426,186,590
Auxiliaries	\$	246,153,554	\$	261,411,616	\$	261,411,616
Student Activities	\$	27,197,947	\$	27,019,460	\$	27,019,460
Financial Aid	\$	392,082,417	\$	389,883,143	\$	389,883,143
Concessions	\$	690,600	\$	685,750	\$	685,750
Athletics	\$	45,415,592	\$	46,033,592	\$	46,033,592
Technology Fee	\$	9,740,310	\$	10,037,626	\$	10,037,626
Board Approved Fees	\$	1,153,283	\$	1,160,444	\$	1,160,444
Self-Insurance Trust Funds	\$	6,469,828	\$	7,575,293	\$	7,575,293
Faculty Practice	\$	245,858,054	\$	267,580,005	\$	267,580,005
Total Revenue	\$	1,989,703,616	\$	2,104,540,062	\$	2,104,540,062
Budgeted Expenditures:						
Salaries & Benefits	\$	877,024,776	\$	964,616,358	\$	964,616,358
Expenses	\$	469,900,465	\$	551,904,004	\$	551,904,004
Operating Capital Outlay	\$	9,200,086	\$	10,060,369	\$	10,060,369
Risk Management Insurance	\$	5,043,968	\$	6,370,064	\$	6,370,064
Financial Aid	\$	392,561,575	\$	388,553,140	\$	388,553,140
Library Resources	\$	6,468,012	\$	6,923,047	\$	6,923,047
Debt Service	\$	4,619,174	\$	3,265,748	\$	3,265,748
Carry Forward	\$	73,086,240	\$	80,656,006	\$	80,656,006
Non-Operating Expenses	\$	251,447,629	\$	193,175,671	\$	193,175,671
Total Budgeted Expenditures	\$	2,089,351,925	\$	2,205,524,407	\$	2,205,524,407

Note: The 2017-18 Continuation Budget is requested at last year's Operating Budget levels. The USF System will prepare a 2017-18 budget for submission to the BOG by August 15, 2017 and for presentation to the Board of Trustees at a future meeting.

Agenda Item: FL 116

USF Board of Trustees June 8, 2017

Issue: 2017-18 Preliminary Fixed Capital Outlay Budget

Proposed action: 1) Approval of 2017-18 Preliminary Fixed Capital Outlay Budget

2) Authorize the President to make necessary non-material adjustments to the 2017-18 Fixed Capital Outlay Budget, with the requirement that any material changes be approved by the University Board of Trustees Executive Committee.

Executive Summary:

Pursuant to 1011.012, Florida Statutes, the University Board of Trustees must adopt a fixed capital outlay budget for the fiscal year that designates proposed expenditures for the year from all fund sources.

Preliminary 2017-2018 Fixed Capital Outlay Budget:

The preliminary fixed capital outlay budget includes state appropriated funds and non-state appropriated funds.

The budget for USF 2017-2018 State Appropriated Fixed Capital Outlay funds is based on the 2017 Appropriation Act and is consistent with approved legislative spending authority.

The preliminary budget for USF 2017-2018 Non-State Appropriated Fixed Capital Outlay Funds includes projects previously identified and approved by the UBOT to be funded from the issuance of debt.

Financial Impact:

The financial impact of the preliminary 2017-18 fixed capital outlay budget is \$96,318,045.

Strategic Goal(s) Item Supports: Goal 5: Expanded and Diversified Resources Workgroup Review Date: Finance Committee, May 18, 2017 Supporting Documentation Online (please circle): Yes No

2017-18 Preliminary Fixed Capital Outlay Budget

USF System or Institution specific: USF System

Prepared by: Nick Trivunovich, Vice President for Business & Finance and CFO

2017 - 2018 PRELIMINARY FIXED CAPITAL OUTLAY BUDGET - DRAFT

State Appropriated Fixed Capital Outlay Budget

Projected Remaining Budget Authority Prior Year Appropriations - Maintenance, Repair, Renovate Fire Sprinkler Maint \$95K; FAH Roof \$159K; Well Fields \$187K; FAH Unit \$83K; Feeder Repair \$84K Other projects with small residual balances	\$	1,222,333 608,000 614,000
2016-2017 Appropriations - Maintenance, Repair, Renovation and Remodeling MDC Roof \$1.1M; CPT/MHB Variable Freq \$480K; LIB Elevator \$595K; Emergency Door Lock \$376K Other \$4.16M; STP \$976K; SM \$168K	\$	7,859,350 2,551,400 5,307,950
Projected Remaining Budget Authority Critical Deferred Maintenance Appropriation	\$	122,228
*Projected Remaining Budget Authority Prior Year Appropriations Major Projects and Infrastructure	\$	76,712,206
Projected Remaining Budget Authority Prior Year CITF Appropriations	\$	10,401,928
LIB Remodel Wellags Contar Compley		2,970,557
Wellness Center Complex		7,431,371
Total	\$	96,318,045
Non-State Appropriated Fixed Capital Outlay Budget	\$	-
*Prior Year Appropriation Major Projects and Infrastructure Details		
Morsani College of Medicine and Heart Health Institute (FY 2013-2017)		73,728,738
College of Business - St. Petersburg Campus (FY 2014-2016)		1,044,316
FIO R/V Bellow Replacement (FY 2017)		1,553,128
Other Projects	\$	386,024 76,712,206
	Ą	70,712,200
Projected 2018 PECO Appropriation		
Morsani College of Medicine and Heart Health Institute		12,000,000
Davis Hall	Ś	3,100,000 15,100,000

Agenda Item: FL 117

USF Board of Trustees

June 8, 2017

Issue: USF System Fixed Capital Outlay Legislative Budget Request – Five-Year Capital Improvement Plan (2018-19/2022-23)

- **Proposed action:** 1) Approval of the USF System Five-Year Capital Improvement Plan
 - 2) Authorize the President to make necessary nonmaterial adjustments to the Five-Year Capital Improvement Plan, with the requirement that any material changes be approved by the University Board of Trustees Executive Committee.

Executive Summary:

Pursuant to Sections 216.158, 216.043 and 1013.64, Florida Statutes, the preparation and submission of the State University System (SUS) Fixed Capital Outlay (FCO) Budget Request requires that each college and university update its Capital Improvement Plan (CIP). The CIP, as used by the Florida Board of Governors, is intended to present the additional academic and academic support facilities needed for a five-year period for which state funds are requested. Separate sections on the CIP are provided for CITF projects and future projects which require state funding or may be funded from non-state sources, such as debt. Each institution's CIP will be used to select projects for inclusion within the SUS Three-Year PECO Project Priority List, to prepare the SUS Five-Year Capital Improvement Plan.

Each University Board of Trustees must approve the University's Capital Improvement Plan prior to submittal. The due date for submission is August 1, 2017.

Strategic Goal(s) Item Supports: Goal 5: Expanded and Diversified Resources

Workgroup Review Date: Finance Committee, May 18, 2017

Supporting Documentation Online (please circle): (Yes) No

USF System Five-Year Capital Improvement Plan (2018-19/2022-23)

USF System or Institution specific: USF System

Prepared by: Nick Trivunovich, Vice President for Business & Finance and CFO

STATE UNIVERSITY SYSTEM -Year Capital Improvement Plan (CIP.2) and Legislative Budget Request

University of South Florida System

PECO-ELIG	PECO-ELIGIBLE PROJECT REQUESTS																						
Priority		Pre 2014-15	2014-15	2015-16	2016-17	2017-18		Total Request Received To		Balance/Unfunded	2018-19	2019-20	2020-21	2021-22	2022-23		Academic or Other Programs	Net Assignable	Gross Square		Project Cost Per GSF	Educational Plant Survey	Approved by Law - Include GAA
Ñ.	ani Dafot.							Date			Year 1	Year 2	Year 3	Year 4	Year 5	CIP Total Request	to Benefit from Projects		Feet (GSF)	Project Cost	(Proj. Cost/ GSF)	_	reference
1	TPA-Utilities/Infrastructure/Capital Renewal/Roofs	. \$				\$	\$ -	56,897,442 \$	\$	66,897,442 \$	11,539,738	\$ 12,058,519 \$	\$ 12,993,818 \$	11,878,418	\$ 18,426,949	69	All	N/A	N/A	66,897,442	N/A	1.3a	
2 ST	STP-Utilities/Infrastructure/Capital Renewal/Roofs		•					17,350,000 \$		17,350,000 \$	1,770,000 \$	\$ 3,945,000 \$	3,620,000 \$	4,320,000	\$ 3,695,000	\$ 17,350,000	AII	N/A	N/A	17,350,000	N/A	1.3a	
3	M-Utilities/Infrastructure/Capital Renewal/Roofs					•	<i>چ</i>	2,000,000 \$		\$ 000,000,7		\$ 1,500,000 \$			\$ 1,500,000	69	¥	N/A	ΝΑ	7,000,000	N/A	1.3a	
→	TPA-USF Health Morsani College of Medicine and Heart Health Institute	\$ 19,393,118	\$19,393,118 \$ 20,000,000	\$ 17,000,000	\$ 22,500,000	0 \$ 12,000,000	s	112,148,118 \$ 90,893,118	118 \$	21,255,000 \$	21,255,000					\$ 21,255,000	Health	174,450	241,594	152,600,000	\$ 632	5.1	
5 TPA	TPA-Interdisciplinary Science Research Lab Build	\$ 74,732,583				ø		83,763,787 \$ 74,732,583	\$ 283	9,031,204 \$	9,031,204					\$ 9,031,204	Academic	8,975	8,975	9,031,204	\$ 1,006	5.2	
9	TPA-Cybersecurity/Data Center		•			s,		41,464,836 \$	٠,	41,464,836 \$	6,391,725 \$	\$ 24,239,511 \$	\$ 10,833,600 \$. \$	\$ 41,464,836	Multiple	30,572	45,501	41,464,836	\$ 911	3.1	
7 SI	SM-Academic STEM Facility				•			35,979,415 \$		35,979,415 \$	2,254,140 \$	\$ 28,660,275 \$	\$ 2,065,000		. \$	\$ 35,979,415	Multiple	45,450	75,000	35,979,415	\$ 480	3.9	•
8	TPA Health College of Pharmacy			. \$		\$	\$	54,818,280 \$		54,818,280 \$	10,124,901	\$ 40,985,075 \$	\$ 3,708,304 \$. \$	\$ 54,818,280	Health	65,333	102,000	54,818,280	\$ 537	3.2	
9	TPA-Engineering Research Building 4		•			s	\$	\$ 95,096 \$	\$	\$ 960'362'38	15,745,789 \$	\$ 29,146,234 \$	\$ 42,503,073 \$			\$ 87,395,096	Multiple	104,979	173,215	150,000,000	\$ 866	3.3	
	TPA-STEM Research/Learning Center			•		s		65,066,673 \$	\$	65,066,673 \$		\$ 32,780,269 \$				\$ 65,066,673	Multiple	88,960	133,440	65,066,673	\$ 488	3.4	
11 ST	STP-Facility Purchase and Renovation					د د		18,000,000 \$	· ·	18,000,000 \$	18,000,000	,	\$ 4674 553 €	- 20 300 722	\$	\$ 18,000,000	Multiple	54,000	81,000	18,000,000	\$ 222	Pending	
	TPA-College of Behavioral and Community Sciences						• •	21,171,637 \$	1	21,171,637 \$			3,069,137	16,102,500	\$ 2,000,000	\$ 21,171,637	Multiple	89,846	89.846	21,171,637		2.2a	
	Building (MHC) Remodel TPA-College of Medicine Repoyste/Remodel Medical																
	Research Lab Facility			· •	· •	· •	٠ •	68,243,747 \$	<i>پ</i>	68,243,747 \$	•		\$ 19,266,647 \$	22,218,000	\$ 26,759,100	\$ 68,243,747	Health	126,960	126,960	68,243,747	\$ 538	2.2f	
15 TP	TPA-USF Health MDN, MDC, MDL, MDA Remodel			. \$	•		. \$	13,700,594 \$	\$	13,700,594 \$		\$. \$	\$ 1,492,564 \$	10,615,678	\$ 1,592,352	\$ 13,700,594	Multiple	37,453	56,180	13,700,594	\$ 244	2.2b	
9 1	TPA-College of Medicine Center of Excellence for Diabetes & Autoimmune Disorders			•	· •	\$		49,596,743 \$	<i>پ</i>	49,596,743 \$	•	•	\$ 7,317,591 \$	40,285,776	\$ 1,993,376	\$ 49,596,743	Health	64,200	96,300	49,596,743	\$ 515	3.6	
17 ST	STP-STEM Teaching/Research Facility	. \$				· ·	· .	32,099,401 \$	<i>چ</i>	32,099,401 \$			2,538,321 \$	27,061,080	\$ 2,500,000	\$ 32,099,401	Multiple	45,200	67,800	32,099,401	\$ 473	3.7	
	TOTAL								s	642,115,080 \$	104,190,069	\$ 173,314,882 \$		143,788,439 \$ 154,291,174 \$ 66,530,516 \$ 642,115,080	\$ 66,530,516	\$ 642,115,080					** includes anticipated fundraising	d fundraising	
						CITF PRO	CITF PROJECT REQUESTS	UESTS															
																	Academic or	Net	Gross		Project Cost	Committee	
						Priority											to Benefit	Square Feet		Project	(Proj. Cost/	Date	
						₽,	Proj	Project Title				Year 2	Year 3	۶	Year 5		from Projects	(NASF)	(GSF)	Cost	GSF)		
						- 2	Smart	USF Wellness Center Com Smart Parking System	rer complex Phase of em		3,936,884	\$ 4,836,884 \$	4,836,884 \$	37,623			Student Affairs	38,193	50,924	20,180,000	986	5.9.16	
						I 60 4	USFH	USF Health Study Union Annex Facility Phase V	Annex Fac			\$ 473,984					Student Affairs	18,750	25,000	8,142,468	\$ 326	221.13	
						2	USFS	arasota-Manatee Cc	-curricular,	& Wellness \$	292,137												
							Suppo	rt Facilities Phase V		s	6,793,882	\$ 5,310,868 \$	4,836,884 \$	37,623			Student Affairs						
						RECHEST	TS FROM C	REQUESTS FROM OTHER STATE SOURCES	SHOR														
						2											Academic or	Net	Gross		Project Cost		
						C.	,										Other Programs				Per GSF		
						No		Project			Year 1	Year 2	Year 3	Year 4	Year 5		from Projects	(NASF)	(GSF)	Cost	GSF)		
							ř	TOTAL			0	0	0	0									
						REQUEST	TS FROM P	REQUESTS FROM NON-STATE SOURC	ES, INCLL	SOURCES, INCLUDING DEBT											!		
																	Academic or Other Programs	Net Assignable	Souam		Project Cost	Source of	Master Plan Approval
																	to Benefit			Project	(Proj. Cost/	Funding	Date
						S Pod O	P P	Project Residence with Dining	(D3)	J	Year 1	Year 2	Year 3	Year 4	Year 5	•	from Projects	(NASF)	(GSF)	Cost	GSF)	(if known)	42/46/46
						Global Stu	udies Cent	Global Studies Center	(cL) B	•	000,000,00	\$ 21,404,000					Students	48,000	73,000	\$21,404,000	\$ 293	self-funded	12/15/15
						Honors College	college r Veteran a	Honors College Conterfor Veteran and Military Transition	5	s	32,569,072	S 27 234 684					Academic Supp	47,383	78,971	\$32,569,072	\$ 412	private	12/15/15
							Acteral		5								ddne allianeau	30,433	2000	#00'#C7'/7¢	*	hivate	01/01/21
						TOTAL				s	\$ 87,569,072 \$	\$ 48,638,684	0	0									

Agenda Item: FL 118

USF Board of Trustees June 8, 2017

Issue: DSO Annual Financial Plans for FY 2018

Proposed action: Approve DSO Annual Financial Plans for FY 2018

Executive Summary:

The Direct Support Organizations of the University of South Florida (DSO) have prepared their Annual Financial Plans for FY 2018 for review and approval by the USF Board of Trustees, pursuant to Florida Statutes and DSO Bylaws.

Each DSO provided a Financial Plan Statement including the Corporation's mission, key drivers for improvements in the FY 2018 Plan over prior year, material capital expenditures, key risks for the FY 2018 Plan, and major initiatives for FY 2019 and FY 2020.

The Financial Plans, comprised of both Income Statement and Statement of Cash Flows, include a comparison of Net Operating Profit and Net Cash Position for the FY 2018 Financial Plan to the current FY 2017 Forecast, and also provide the original FY 2017 Financial Plan that was approved by the BOT Finance Committee at its May 19, 2016 Meeting and Actuals for FY 2016.

DSOs are governed by independent Boards of Directors. DSOs have obtained approval of their FY 2018 Financial Plan from their Board or DSO Finance / Audit Committee in advance of this meeting.

The DSOs are:

- a) USF Health Professions Conferencing Corporation
- b) University Medical Services Association, Inc.
- c) USF Medical Services Support Corporation
- d) USF Foundation, Inc.
- e) Sun Dome, Inc.
- f) USF Alumni Association, Inc.
- g) USF Research Foundation, Inc.
- h) USF Financing Corporation & USF Property Corporation

Financial Impact:

The Direct Support Organizations of the University of South Florida (DSO) are organized and operated exclusively to assist the University to achieve excellence by providing supplemental resources from private gifts and bequests and valuable education support services. These organizations are authorized by Florida Statute 1004.28 to receive, hold and administer property and make expenditures for the University.

Strategic Goal(s) Item Supports: Goal 4: Sound Financial Management

Committee Review Dates: Finance Committee, 05/18/17

Supporting Documentation Online (please circle): Yes No

2017-18 DSO Annual Financial Plans

USF System or Institution specific: USF System

Prepared by: Fell L. Stubbs, University Treasurer, (813) 974-3298



DIRECT SUPPORT ORGANIZATIONS

ANNUAL FINANCIAL PLANS

FISCAL YEAR 2018

May 18, 2017



DSO Annual Financial Plans for FY 2018

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USF Health Professions Conferencing Corporation

Annual Financial Plan for FY 2018

FINANCIAL PLAN STATEMENT

State the DSO's Statutory Mission which Supports the Goals of the University

The mission of USF Health Professions Conferencing Corporation (HPCC), a direct support organization and Florida not-for-profit
corporation is to-- consistently with the goals of the University of South Florida and its Board of Trustees--support the University
missions of academic excellence, top-impact research and beneficial community service.

By primarily using the tools of medical simulation, HPCC strives to achieve that support by educating students, training faculty and preparing health care professionals to acquire, maintain and enhance their clinical practice and research skills to meet and exceed the workforce and healthcare needs of Tampa Bay, Florida and other communities.

List Key Drivers for the Improvement in the 2018 Financial Plan Over 2017 - Focus on Cash Flows

- During Fiscal 2017, numerous actions were taken to improve HPCC's financial condition. Additional actions were taken to further
 enhance its financial status for FY18. There is confidence that these actions will improve HPCC's financial condition, however,
 forecasting for FY18 is very conservative. A summary of the most significant activities impacting the financial position are below:
 - New Operational Structure During FY17, HPCC modified its operating model to increase accountability for operations, including re-organizing leadership across several departments, critically evaluating proposed major initiatives, and reviewing key vendor and contractor arrangements.
 - Events Impacting Balance Sheet and Net Operating Income A number of material events occurred in FY17 impacting HPCC's balance sheet and net operating income:
 - Annualized Impacts: FY17 events that will yield recurring results include reduced wages (\$300k) due to unfilled vacancies and staffing reductions, cancelled leases for underutilized equipment (\$670k), and paid off debt (\$500k) on equipment that does not require near term replacement.
 - One Time Only Impacts: FY17 events that will not reoccur in FY18 include reclassifying certain residuals designated unrestricted net assets as liabilities (\$366K in additional expense), reducing depreciation on equipment (\$300k), and realizing a gain based on the sale of equipment (\$450k). After consultation with external auditors, and approval by the HPCC Board of Directors, HPCC reclassified pre July 1, 2015 internal USF Health program liabilities as net assets which resulted in nonrecurring income of \$1,344k.
 - It is expected that during FY18, HPCC will transfer billing and collections for catering services to its catering provider, resulting in a \$1M reduction in revenue and an equivalent reduction in expenditures. Any rebates or rents owed by the caterer to HPCC will be unchanged. The transition has a net zero impact to HPCC's balance sheet, however it eliminates a substantial amount of back office work for HPCC staff. In FY18, HPCC is seeking to renegotiate the overall catering contract terms.
- Utilization by USF Health's Morsani College of Medicine (MCOM) Recognizing the need to diversify its revenue sources while also seeking to more closely align the organization with USF and USF Health, in FY17 HPCC converted one-third of its 3rd floor (previously used for office/admin space) into simulation training space, tripling the capacity for this functionality. The transition was completed in January 2017 and in February, USF Health's Undergraduate Medical Education (UME) students were transitioned to exclusively use this space for all simulation curriculum. This added more than 600 new users in the form of UME students, a net revenue increase of more than \$500k, and the potential for additional revenue from non-USF learners. HPCC expects CAMLS to continue to be the exclusive simulation training location for UME through FY18 and thereafter, in concert with MCOM's move downtown (there is no standardized simulation functionality designed into the new MCOM).

- Utilization by Other USF Health Academic Programs In FY18, HPCC expects to maintain, and likely expand, the use of CAMLS by other USF Health academic programs including the Graduate Medical Education (GME) and Certified Registered Nurse Anesthetists (CRNA) programs, and will also add the new Physician's Assistant (PA) program. These changes enable more USF students to take advantage of CAMLS resources and tools, while CAMLS can continue to maintain its private sector and continuing education programming.
- Utilization by Industry Clients HPCC has continued to see expansion in the number of specialized simulation centers across the
 country, resulting in greater competition for users from the medical industry, professional societies, and healthcare providers. As
 such, HPCC is projecting no increased revenue from these sources for FY18, as compared to FY17. For FY18, HPCC will target
 specific industry users and sectors based on prior performance and evolving trends that are likely to yield the greatest return for the
 level of effort. A FY18 business development plan will help CAMLS match its existing capabilities to specific potential revenue
 sources.
- Business Line Assessment In FY17, HPCC eliminated or scaled back two business lines that were never able to produce net
 operating profit. In FY18, HPCC will continue to examine each business line based upon its ability to yield net income, and will
 rollback those that are no longer sustainable or do not otherwise support a critical academic initiative, including a projection of no
 new revenue from the International program. While the international program yielded gross revenue of approximately \$400k in
 FY17, current economic and political constraints facing potential international partners lead HPCC to take a conservative approach
 to the FY18 plan.

Describe Material Capital Expenditures in the 2018 Financial Plan - Provide Details and ROI Expectations

- Capital investments are planned in FY18 to support critical equipment for training programs and to reduce operating expenses. The
 investments include:
 - Purchase of a new human simulator and related equipment that CAMLS rents for training and programming at a cost of
 approximately \$90k which is projected to produce a return to offset the investment in approximately two years and to double the
 return in four years, based upon new rental revenue.
 - Lease of new surgical technology to enable CAMLS to maintain programming for a key client, and likely increase programming
 from this client. HPCC evaluated the cost/benefit of purchase vs lease of the equipment, opting for a lease which provides greater
 ability to keep the equipment up-to-date over time. HPCC also evaluated various lease terms, including the option of a premium
 rate for a shorter-term lease. The FY18 plan assumes a lease for a 5 year term.
 - Conversion of CAMLS lighting to LED at a cost of \$70k, coupled with targeted mechanical system changes, is expected to yield savings equal to the investment cost in less than two years, and thereafter to reduce energy costs by \$100k annually. The LED conversion is not scheduled to begin until Q3, and is dependent on whether HPCC is meeting its revenue and expense targets at that time.

Identify Key Risks That Might Affect the 2018 Financial Plan

- HPCC's business model continues to be heavily reliant on a small number of industry clients. HPCC will need to diversify the client base within the industry, seek new lines of business, and retire lines of business that are no longer sustainable.
- Making investments to sustain state-of-the art equipment and tools will reduce cash reserves, however, failing to upgrade equipment
 will likely reduce industry programming. Making investments to ensure a competitive platform is dependent on industry and other
 users utilizing the equipment as expected.

List Major DSO Initiatives that will Drive Improvement in Operating Earnings for 2019 and 2020

HPCC is identifying specific initiatives to improve operating earnings in the coming years, including expanding its use by non-medical related users particularly during non-peak periods, and continuing to assess the viability of each of its existing business lines.



USF Health Professions Conferencing Corporation

Annual Financial Plan for FY 2018

INCOME STATEMENT

(In thousands)	FY 2018 FINANCIAL PLAN	FY 2017 FORECAST (as of 3/31/17)	FY 2017 ONE TIME ACCTG CHANGES	FY 2017 W/OUT ONE TIME ITEMS (as of 3/31/17)	Variance	FY 2017 FINANCIAL PLAN	FY 2016 ACTUAL RESULTS
REVENUES			CHRINGES	(83 01 0/01/17)	J		
Continuing Professional Development	\$2,883	\$4,064	\$1,344	\$2,720	\$(1,181) (29)%	\$3,500	\$3,678
CAMLS - USF Health Programming	4,704	5,490		5,490	(786) (14)%	4,500	6,430
CAMLS-Industry, Societies, Hlthcare	4,296	4,864		4,864	(568) (12)%	7,500	7,055
Other HPCC Divisions	0	359		359	(359) (100)%	1,000	1,420
In Kind Donations	0	0		0	0 %	0	7
Rents, Parking, Rebates, Interest	430	333		333	97 29 %	300	504
Gain on Sale of Fixed Assets	0	450	450	0	(450) (100)%	0	0
Total Revenues	\$12,313	\$15,560	\$1,794	\$13,766	\$(3,247) (21)%	\$16,800	\$19,095
<u>EXPENSES</u>							
Wages and Benefits	\$3,277	\$3,200		\$3,200	\$77 2 %	\$3,310	\$4,499
Util, Leases, Maint., Supplies, Mktg	2,275	3,100		3,100	(825) (27)%	4,000	3,730
Direct Program Expense	4,214	5,218	366	4,852	(1,004) (19)%	6,750	7,135
Interest	710	674		674	36 5 %	740	757
In Kind Expense	0	0		0	0 %	0	7
Depreciation (Purchased & Donated)	1,677	1,735		1,735	(58) (3)%	2,000	2,252
Total Expenses	\$12,152	\$13,927	\$366	\$13,561	\$(1,774) (13)%	\$16,800	\$18,380
OPERATING PROFIT							
BEFORE NON-CASH							
CHANGES	\$160	\$1,633	\$1,428	\$205	\$(1,473) (90)%	\$0	\$715
Unrealized Investment Gains (Losses)	0	0	0	0	0 %	0	0
Change in Fair Value of Swaps	0	0	0	0	0 %	0	0
Total Non-Cash Changes	\$0	\$0	\$0	\$0	\$0 %	\$0	\$0
NET OPERATING PROFIT	\$160	\$1,633	\$1,428	\$205	\$(1,473) (90)%	\$0	\$715

^{1,344} = Elimination of liabilities to USF Health departments from program net revenues originating prior to 7/1/2015.

^{\$450 =} Sale of underutilized equipment.

^{\$366 =} Reclassification of designated unrestricted net assets to liabilities from program net revenues originating after 6/30/2015.



USF Health Professions Conferencing Corporation

Annual Financial Plan for FY 2018

STATEMENT OF CASH FLOWS

(In thousands)	FY 2018 FINANCIAL PLAN	FY 2017 FORECAST (as of 3/31/17)	FY 2017 ONE TIME ACCTG CHANGES	FY 2017 W/OUT ONE TIME ITEMS (as of 3/31/17)	Variano \$	ee %	FY 2017 FINANCIAL PLAN	FY 2016 ACTUAL RESULTS
OPERATING ACTIVITIES								
Net Operating Profit	\$160	\$1,633	\$1,428	\$205	\$(1,473)	(90)%	\$0	\$715
Adjustments for Non-Cash Activities:								
Depreciation	1,677	1,735		1,735	(58)	(3)%	2,000	2,252
(Gain)/Loss on sale of fixed assets	0	(450)	(450)	0	450	100 %	0	0
Adjustments for Changes in								
Operating Assets and Liabilities	0	(978)	(978)	0	978	100 %	0	(1,684)
Total Cash From Operating	\$1,837	\$1,940	\$0	\$1,940	\$(103)	(5)%	\$2,000	\$1,283
INVESTING ACTIVITIES								
Net (Purchases) Sales of Investments	\$0	\$360	\$360	\$0	\$(360)	(100)%	\$0	\$8
Capital Expenditures	(120)	(480)		(480)	360	75 %	0	(74)
Total Cash From Investing	\$(120)	\$(120)	\$360	\$(480)	\$0	0 %	\$0	\$(66)
FINANCING ACTIVITIES	(,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,							(2.4.2)
Principal Payments	(1,138)	(1,526)		(1,526)	388	25 %	(1,400)	(2,117)
Total Cash From Financing	\$(1,138)	\$(1,526)	\$0	\$(1,526)	\$388	25 %	\$(1,400)	\$(2,117)
CHANGE IN CASH	579	294	360	(66)	285	97 %	600	(900)
Cash, Beginning of Year	473	179	0	179	294	164 %	179	1,079
Cash, End of Year	\$1,053	\$473	\$360	\$113	\$579	122 %	\$779	\$179

Total Cash & Investments

Checking Designated Savings

\$653	\$73	\$113	\$579	%	\$779	\$179
\$400	\$400		\$0	%	\$0	\$0

\$1,428 & (978) =Net program revenue elimination and reclassification \$(450) & 360 =Sale of equipment



University Medical Service Association, Inc. and Medical Services Support Corporation

Annual Financial Plan for FY 2018

FINANCIAL PLAN STATEMENT

State the DSO's Statutory Mission which Supports the Goals of the University

<u>UMSA:</u> University Medical Services Association is a not-for-profit entity organized to operate exclusively for scientific and
educational purposes for the support of the objectives of USF's College of Medicine in accordance with the College Faculty Practice
Plan. It's ongoing goal is programmatic development of business lines that support the education of medical students and residents,
promote research in the clinical environment, and provide focused healthcare to the community.

MSSC: University Medical Services Association is a not-for-profit entity organized to operate exclusively for scientific and educational purposes for the support of the objectives of USF's College of Medicine in accordance with the College Faculty Practice Plan. It's ongoing goal is programmatic development of business lines that support the education of medical students and residents, promote research in the clinical environment, and provide focused healthcare to the community.

List Key Drivers for the Improvement in the 2018 Financial Plan Over 2017 - Focus on Cash Flows

- New physician compensation plan will encourage physicians to meet cFTE & productivity targets. Departments will not be able to
 bonus physicians if they do not meet their margin targets, which will align organizational margin targets with department goals,
 resulting in \$1.5M increase in margin.
- Improvements in managed care contract rates, efficiency, and new software in the Ambulatory Surgery Center will result in \$1.5M increase in margin.
- Improvements in managed care contract rates will result in \$3M increase in collections for professional services.
- TGH support for program growth will be critical for the financial success of UMSA.

Describe Material Capital Expenditures in the 2018 Financial Plan - Provide Details and ROI Expectations

The practice plan expects to spend \$500K on medical equipment, \$500K in call center enhancements, and \$500K in other capital
costs. Departments will submit capital requests to the CEO during the FY18 Budget process and projects will be prioritized by
leadership.

Identify Key Risks That Might Affect the 2018 Financial Plan

• Cash flow assumes improvement in working capital management. This will require improvement in oversight by the corporate finance team in partnership with departments.

List Major DSO Initiatives that will Drive Improvement in Operating Earnings for 2019 and 2020

- Achieving optimal patient access and satisfaction.
- Becoming a value driven organization.
- Conversion to Epic physician billing platform in FY19 will require approximately \$1.5M in capital expenditure.



University Medical Service Association, Inc. and Medical Services Support Corporation

Annual Financial Plan for FY 2018

INCOME STATEMENT

(In thousands)	FY 2019	FY 2018	FY 2017	Variance F		FY 2017	FY 2016
	FINANCIAL		FORECAST	Forecast to FY		FINANCIAL	ACTUAL
	PLAN	PLAN	(as of 3/31/17)	\$	%	PLAN	RESULTS
REVENUES							
Net Patient Service	\$180,513	\$173,685	\$165,086	\$8,599	5 %	\$174,678	\$151,505
Grants, Contracts & Awards	71,739	70,332	70,332	0	0 %	70,738	62,551
UPL	6,603	6,474	6,474	0	0 %	4,779	6,798
Other Revenues	44,808	44,364	43,925	439	1 %	42,781	42,891
Total Revenues	\$303,663	\$294,855	\$285,817	\$9,039	3 %	\$292,976	\$263,745
<u>EXPENSES</u>							
Faculty Support	\$138,047	\$136,680	\$135,326	\$1,353	1 %	\$142,606	\$125,755
Housestaff Support	11,408	11,185	10,965	219	2 %	12,757	11,406
Other Staff Support	84,076	82,427	80,811	1,616	2 %	81,165	78,268
Depreciation/Amortization	6,000	5,497	5,255	242	5 %	4,807	5,171
Other Expenses	56,813	57,813	56,679	1,134	2 %	55,445	55,498
Total Expenses	\$296,343	\$293,602	\$289,037	\$4,565	2 %	\$296,779	\$276,098
OPERATING PROFIT							
BEFORE NON-CASH							
CHANGES	\$7,320	\$1,254	\$(3,220)	\$4,474	139 %	\$(3,803)	\$(12,353)
Unrealized Gain/Losses	0	0	617	(617)	(100)%	0	144
Loss on Asset Transfers	0	0	0	0	%	0	0
Non-Cash Impact of Epic Conversion	(1,254)	(1,254)	(1,254)	0	0 %	0	(2,168)
Total Non-Cash Changes	\$(1,254)	\$(1,254)	\$(637)	\$(617)	(97)%	\$0	\$(2,024)
NET OPERATING PROFIT	\$6,066	\$0	\$(3,857)	\$3,857	100 %	\$(3,803)	\$(14,377)

Operating Margin % 2.00% 0.00% -1.35% -1.30% -5.45%

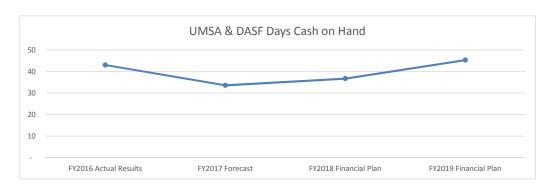


University Medical Service Association, Inc. and Medical Services Support Corporation

Annual Financial Plan for FY 2018

STATEMENT OF CASH FLOWS

(In thousands)		FY 2018 FINANCIAL	FY 2017 FORECAST	Varian		FY 2017 FINANCIAL	FY 2016 ACTUAL
ODED ATING A CENTERS	PLAN	PLAN	(as of 3/31/17)	\$	%	PLAN	RESULTS
OPERATING ACTIVITIES		# 0	Φ(2.05 T)	#2.05 5	100.0/	#/2 002\	¢(1.4.255)
Net Operating Profit	\$6,066	\$0	\$(3,857)	\$3,857	100 %	\$(3,803)	\$(14,377)
Changes in operating assets and liabilities	(1,000)	0	(5,124)	5,124	100 %	4,937	(4,806)
Adjustments for Non-Cash Activities:	0	0		0	%		
Depreciation / Amortization	6,000	5,497	5,255	242	5 %	4,807	5,171
Non Cash Impact of Epic	1,254	1,254	1,254	0	0 %	0	2,168
Unrealized Gains	0	0	(617)	617	100 %	0	(144)
Total Cash From Operating Activities	\$12,320	\$6,751	\$(3,089)	\$9,840	319 %	\$5,940	\$(11,988)
INVESTING ACTIVITIES							
Capital Expenditures	\$(3,000)	\$(1,697)	\$(1,697)	\$0	0 %	\$(4,000)	\$(3,652)
Purchases/Sales of Investments	0	0	11,000	(11,000)	(100)%	(6,750)	13,580
Total Cash From Investing Activities	\$(3,000)	\$(1,697)	\$9,303	\$(11,000)	(118)%	\$(10,750)	\$9,928
FINANCING ACTIVITIES							
Proceeds of Long-Term Debt	\$0	\$0	\$0	\$0	%	\$0	\$0
Principal Payments	(2,262)	(2,201)	(2,121)	(80)	(4)%	(1,870)	(2,005)
Total Cash From Financing Activities	\$(2,262)	\$(2,201)	\$(2,121)	\$(80)	(4)%	\$(1,870)	\$(2,005)
CHANGE IN CASH	7,058	2,852	4,092	(1,240)	(30)%	(6,681)	(4,065)
Cash, Beginning of Year	15,867	13,015	8,922	4,092	46 %	8,922	12,987
Cash, End of Year	\$22,925	\$15,867	\$13,015	\$2,852	0 %	\$2,242	\$8,922
Invested Cash, End of Year	\$13,087	\$13,087	\$13,087	\$0	0 %	\$27,250	\$22,989
Total Cash & Investments	\$36,012	\$28,955	\$26,102	\$2,852	0 %	\$29,492	\$31,912
Davis Cash on Hand	45.27	26.60	22 F7	2 11	0.00	26.97	42.00
Days Cash on Hand	45.27	36.68	33.57	3.11	0.09	36.87	42.99





USF Foundation, Inc.

Annual Financial Plan for FY 2018

FINANCIAL PLAN STATEMENT

State the DSO's Statutory Mission which Supports the Goals of the University

The University of South Florida Foundation aids and promotes excellence in the educational, research and service activities of USF by seeking, receiving and administering private gifts for the benefit of the University. We enhance resources that support the strategic objectives of the University of South Florida System within a culture of cooperation and collaboration.

List Key Drivers for Improvements in the 2018 Financial Plan Over 2017 - Focus on Cash Flows and Reserves

- The Foundation completed the first phase of a comprehensive campaign to raise funds for USF to attract world-class scholars and students, build state-of-the-art academic and athletic facilities, and support groundbreaking research activities exceeding the \$600 million goal with over \$621 million raised. The Foundation has entered into a second phase of this Campaign with a goal to bring the overall Campaign total to \$1 billion. This phase of the Campaign will continue to focus on our students and faculty by strengthening the academic environment, supporting research, and making the dream of a college education more affordable. The Foundation has raised \$973 million through the 3rd quarter of fiscal year 2017.
- The Foundation's Investment Committee continues to actively monitor the performance and liquidity of our asset allocation and investment managers and take action when appropriate to enhance the growth and benefit of the endowment to USF over a long-term horizon. Our short-term and long-term returns are consistently in the top quartile amongst our peers. Our goal is to grow the endowment next year through continued solid investment returns and gifts. The Investment Committee is comprised of members of the community and alumni who are on the Foundation Board and have investment experience.
- The Foundation supports program activities of the University for USF faculty & staff, student scholarships, research initiatives, and capital projects according to donor restrictions. These expenses can be funded by current gifts estimated on the annual plan, existing balances in accounts from gifts and distributions received in prior years, or projected endowment distributions during the year of about \$16.1 million. With the assistance of the Foundation, spending from these sources is directed by the colleges and units designated by our donors as the beneficiaries of their gifts.

Describe Material Capital Expenditures in the 2018 Financial Plan - Provide Details and ROI Expectations

 The Foundation receives contributions to support capital improvements on behalf of the USF System. As these capital projects commence, funds are transferred to USF Facilities Planning for expenditure.

Identify Key Risks That Might Affect the 2018 Financial Plan

- Budget fluctuations experienced by the USF System have led to varying levels of reliance and utilization of Foundation funds. While
 Foundation sources of support like the endowment provide a small percentage of the System's overall budget, this source is critical for many
 University programs while providing a funding catalyst for others to achieve the University's goals and aspirations.
- The Investment Committee prudently considers the risks associated with each asset class in addition to the return when conducting its annual review of the endowment asset allocation. The goal of this process is to minimize the volatility of the investment performance and provide a more consistent, reliable stream of income to the University.
- University support of the Foundation's operating budget is essential to continue the high level of fundraising demonstrated during the Unstoppable Campaign. Good financial stewardship of this support and other available resources is important to the Foundation's success. The Foundation's cost to raise a dollar remained low at 16 cents per dollar during the length of the Unstoppable Campaign. In other words, for every dollar invested in fundraising during the Campaign, the Foundation has raised over six dollars in return.
- Legislative action affecting DSO's or funding towards the suspended Major Gifts matching program would impact our assumptions in the plan.

List Major DSO Initiatives that will Drive Improvements in Operating Earnings for 2019 and 2020

- The Foundation will continue to support the University's goal surrounding its Student Success initiative with fundraising for scholarships and fellowships. During the 2nd phase of the Campaign, the Foundation has secured several transformational gifts to the university including naming of the Muma College of Business, the Kate Tiedemann College of Business at USF St Pete, the Lynn Pippenger School of Accountancy, the Zimmerman School of Advertising and Mass Communications, Collier Student Success Center in the Muma College of Business and Pippenger Hall in the USF St Pete Kate Tiedemann College of Business. These gifts will attract faculty and students globally and provide for greater learning and career opportunities for students.
- Research and Innovation is continually supported through the Foundation's efforts in securing philanthropic, private research grants. During
 the Unstoppable Campaign approximately \$49.2 million in philanthropic grants were received to support research efforts in areas such as
 Health, Engineering and Education. In addition, Endowed Chair and Professorship funds provide a predictable, steady stream of earnings to
 support the Chair or Professors' research efforts in perpetuity.
- Cultivating university partnerships, both public and private, is a goal of the Foundation. The generosity of our donors ensures an environment
 rich in research, teaching, learning and discovery. The Foundation has captivated the attention of donors with the exciting opportunities to
 become highly visible partners of USF Health Morsani College of Medicine and the USF Heart Institute, as they relocate and construct a state
 of the art facility on donated property in the Channelside area of downtown Tampa.
- The Foundation enhances the economic base for USF through the annual support generated from the Foundation's endowment. The endowment provides over \$16 million each year to support USF faculty, students and programs. The endowment along with other gifts for current operations provides approximately \$40 million in annual support to USF.



USF Foundation, Inc.

Annual Financial Plan for FY 2018

FINANCIAL PLAN STATEMENT

(In thousands)	FY 2018 FINANCIAL	FY 2017 FORECAST	Varianc	e	FY 2017 FINANCIAL	FY 2016 ACTUAL
	PLAN	for 3/31/2017	\$	%	PLAN	RESULTS
REVENUES			·			
Gifts & Donations	\$48,500	\$45,900	\$2,600	6 %	\$48,500	\$36,406
Investment Income (Loss)	5,900	5,853	47	1 %	5,853	3,924
Campaign Support	3,683	3,683	0	0 %	3,683	3,184
University Support	9,756	9,565	191	2 %	9,492	9,925
Other Revenues	2,400	2,347	53	2 %	2,347	2,408
Total Revenues	70,239	67,348	2,891	4 %	69,875	55,847
<u>EXPENSES</u>						
Program Services						
Salaries & Benefits	\$23,942	\$23,473	468	2 %	\$23,013	\$23,834
Scholarship & Fellowships	7,487	7,341	147	2 %	6,992	8,069
Service & independent contractors	4,862	4,767	95	2 %	4,404	\$4,227
Supplies	1,939	1,901	38	2 %	2,619	\$1,948
Other Transfers & Expenses	6,526	6,026	500	8 %	5,857	\$8,676
Total Program Service Expense	44,756	43,507	1,249	3 %	\$42,885	\$46,754
Fundraising & Operating Expenses						
Salaries & Benefits	\$14,006	13,731	275	2 %	12,715	13,329
Service & independent contractors	628	645	(18)	(3)%	690	811
Other Transfers & Expenses	2,393	2,200	193	9 %	3,684	2,555
Total Fundraising & Operating Expenses	17,026	16,576	450	3 %	17,089	16,695
Total Expenses	\$61,782	\$60,083	1,698	3 %	\$59,974	\$63,449
OPERATING PROFIT BEFORE						
NON-CASH CHANGES	\$8,457	\$7,265	\$1,193	16 %	\$9,902	\$(7,602)
			-		-	•
Unrealized Gains (Losses)	36,293	33,454	2,839	8 %	33,454	(7,430)
Total Non-Cash Changes	\$36,293	\$33,454	\$2,839	8 %	\$33,454	\$(7,430)
NET OPERATING PROFIT	\$44,750	\$40,719	\$4,032	10 %	\$43,356	\$(15,032)



USF Foundation, Inc.

Annual Financial Plan for FY 2018

STATEMENT OF CASH FLOWS

Total Cash & Investments

(In thousands)	FY 2018 FINANCIAL	FY 2017 FORECAST	Variance		FY 2017 FINANCIAL	FY 2016 ACTUAL
	PLAN	(as of 3/31/17)	\$	%	PLAN	RESULTS
OPERATING ACTIVITIES						
Net Operating Profit	\$44,750	\$40,719	\$4,032	10 %	\$43,356	\$(15,032)
Adjustments for Non-Cash Activities:						
Investment (gains) losses	(36,293)	(33,454)	(2,839)	(8)%	(33,454)	7,553
Change in assets & liabilities, net	(14,568)	(14,285)	(283)	(2)%	(15,958)	(3,415)
Total Cash From Operating Activities	\$(6,111)	\$(7,020)	\$910	13 %	\$(6,056)	\$(10,894)
INVESTING ACTIVITIES						
Capital Expenditures	\$0	\$0	\$0	%	\$0	\$(194)
Net (Purchases) Sales of Investments	14,256	15,646	(1,390)	(9)%	14,961	9,698
Interest dividends reinvested	(7,589)	(7,456)	(133)	(2)%	(8,054)	(3,927)
Total Cash From Investing Activities	\$6,667	\$8,190	\$(1,523)	(19)%	\$6,907	\$5,577
FINANCING ACTIVITIES						
Proceeds of Long-Term Debt	\$0	\$0	\$0	%	\$0	\$0
Principal Paid on Debt	(375)	(375)	0	0 %	(350)	(343)
Total Cash From Financing Activities	\$(375)	\$(375)	\$0	0 %	\$(350)	\$(343)
CHANGE IN CASH	181	795	(613)	(77)%	501	1,065
Cash, Beginning of Year	2,726	1,931	795	41 %	2,453	866
Cash, End of Year	\$2,907	\$2,726	\$182	7 %	\$2,954	\$1,931
				<u></u>		

\$79,924

\$(608)

(1)%

\$79,583

\$79,924

\$79,695



Sun Dome, Inc.

Annual Financial Plan for FY 2018

FINANCIAL PLAN STATEMENT

State the DSO's Statutory Mission which Supports the Goals of the University

• Sun Dome, Inc. (SDI) manages and operates a multi-purpose facility known as the Sun Dome Arena on behalf of the University of South Florida (University) to provide the students, faculty, and staff of the University, as well as, the general public an array of cultural, athletic, and educational events.

List Key Drivers for the Improvement in the 2018 Financial Plan Over 2017 - Focus on Cash Flows

- As SDI looks forward to 2018, the organization is embarking on a new Arena management partner. The key driver for improvements are based
 on our optimistic expectations of working with the new partner.
- Through the new strategic partnership, key drivers such as rental income, sponsorships/royalties/commissions and parking are expected to drive
 cash flow by booking profitable shows.

Describe Material Capital Expenditures in the 2018 Financial Plan - Provide Details and ROI Expectations

SDI provides an annual capital expenditures report to the University with a prioritized list of suggested/possible items. The organization does
not foresee any of the items being necessary for FY2018. Although the decision to invest can change, decisions involving material capital
expense will be for revenue generation and risk related items that may impact the performance of the Arena.

Identify Key Risks That Might Affect the 2018 Financial Plan

As SDI embarks on this new partnership, the key risk that may affect the 2018 financial plan will be if the new partner is unable to deliver the
expected results of management.

List Major DSO Initiatives that will Drive Improvement in Operating Earnings for 2019 and 2020

In conjunction with the new Arena management partner, SDI will be focused on implementing a new and improved high level customer service
to enhance the fan experience.



Sun Dome, Inc.

Annual Financial Plan for FY 2018

INCOME STATEMENT

(In thousands)	FY 2018 FINANCIAL	FY 2017 FORECAST	Varianc	ee	FY 2017 FINANCIAL	FY 2016 ACTUAL
	PLAN	(as of 3/31/17)	\$	%	PLAN	RESULTS
REVENUES						
Rent Income	\$665	\$587	\$78	13 %	\$622	\$638
Service Income	200	207	(7)	(3)%	216	197
Premium Seating	99	91	8	9 %	113	70
Facility Fee	290	235	55	23 %	283	283
Sponsorship, Commissions & Royalties	808	652	156	24 %	664	803
Parking	415	306	109	36 %	373	504
Other Revenues	300	300	0	0 %	231	317
Total Revenues	\$2,777	\$2,378	\$399	17 %	\$2,502	\$2,812
EXPENSES						
Salaries & Wages	\$674	\$655	\$19	3 %	\$760	\$666
Payroll Taxes & Benefits	234	234	0	0 %	232	177
Repairs, Maintenance and Utilities	352	309	43	14 %	260	412
Operating & Administrative	380	338	42	12 %	272	374
Management Fees	240	209	31	15 %	167	265
Depreciation/Amortization	139	139	0	0 %	236	139
Other Expenses	50	0	50	%	0	196
Total Expenses	\$2,069	\$1,884	\$185	10 %	\$1,927	\$2,229
OPERATING PROFIT BEFORE						
NON-CASH CHANGES	\$708	\$494	\$214	43 %	\$575	\$583
Unrealized Investment Gains (Losses)	0	0	0	%	0	0
Change in Fair Value of Swaps	0	0	0	%	0	0
Total Non-Cash Changes	\$0	\$0	\$0	%	\$0	\$0
NET OPERATING PROFIT	\$708	\$494	\$214	43 %	\$575	\$583

	5 Year Performance History								
	2013 2014 2015 2016 2017 - Proj								
Net Operating Profit	(\$44)	\$65	\$296	\$583	\$494				



Sun Dome, Inc.

Annual Financial Plan for FY 2018

STATEMENT OF CASH FLOWS

Total Cash & Investments

(In thousands)	FY 2018 FINANCIAL PLAN	FY 2017 FORECAST (as of 3/31/17)	Variano \$	ce %	FY 2017 FINANCIAL PLAN	FY 2016 ACTUAL RESULTS
OPERATING ACTIVITIES			·			
Net Operating Profit	\$708	\$494	\$214	43 %	\$575	\$583
Adjustments for Non-Cash Activities:						
Depreciation/Amortization	139	139	0	0 %	236	139
Adjustments for Changes in						
Operating Assets and Liabilities	0	0	0	%	0	268
Total Cash From Operating Activities	\$847	\$633	\$214	34 %	\$811	\$990
INVESTING ACTIVITIES						
Net (Purchases) Sales of Investments	\$0	\$0	\$0	%	\$0	\$0
Total Cash From Investing Activities	\$0	\$0	\$0	%	\$0	\$0
FINANCING ACTIVITIES						
Proceeds of Long-Term Debt	\$0	\$0	\$0	%	\$0	\$0
Principal Payments	(65)	(62)	(3)	(5)%	(60)	(71)
Interest Payments	0	0	0	%	0	0
Net transfers to USF - arena debt service	(415)	(411)	(4)	(1)%	(411)	(524)
	0	0	0	%	0	0
Total Cash From Financing Activities	\$(480)	\$(473)	\$ (7)	(1)%	\$(471)	\$(595)
CHANGE IN CASH	367	160	207	129 %	340	395
Cash, Beginning of Year	1,480	1,320	160	12 %	1,320	925
Cash, End of Year	\$1,847	\$1,480	\$367	25 %	\$1,660	\$1,320

\$1,480

\$1,847

	5 Year Performance History								
	2013 2014 2015 2016 2017 - Proj.								
Cash, End of Year	\$1,481	\$738	\$925	\$1,320	\$1,480				

\$367

25 %

\$1,660

\$1,320



University of South Florida Alumni Association, Inc.

Annual Financial Plan for FY 2018

FINANCIAL PLAN STATEMENT

State the DSO's Statutory Mission which Supports the Goals of the University

• The USF Alumni Association exists to assist in the success of the University of South Florida. The Alumni Association is in the alumni engagement and cultivation ("friend raising") business. The focus of the Association is to strengthen relationships with Alumni through myriad activities, thus leading to their long term involvement with the University of South Florida. Activities include alumni opportunities for volunteering, event participation, student mentoring, and financial support. All of this engagement activity by Alumni and friends supports the University as a whole. While the long term revenue associated with the Association's support is not directly reflected in the Association's statements, alumni engagement combined with development activity helps to facilitate fund raising success.

List Key Drivers for the Improvement in the 2018 Financial Plan Over 2017 - Focus on Cash Flows

- Membership revenue includes both annual and life membership. The Association has focused on life membership and seen exponential growth in this area over the last five years, with more new life memberships added in those five years then was gained in the prior 22. Life membership is now at 4,694 members. 90% of life membership revenue goes into an endowment, which is now valued in excess of \$2.8 million. With this dramatic growth, life membership dividends supporting operations is increasing approximately 10% every year.
- Sponsorship revenue is projected to increase 143% during FY'18. This \$146k increase is largely due to a change in our insurance affinity relationship from Liberty Mutual to GEICO. GEICO's contract contains a larger amount of revenue dedicated to sponsorships, and less to affinity royalty then the previous Liberty Mutual contract. This also explains the decrease in revenue within the royalties line. Also, the GEICO relationship guarantees similar revenue during the fiscal year to what was provided by Liberty Mutual. In addition to this change, the Association expects to procure a new sponsorship with a major communication provider, expand the existing relationship with the USF Federal Credit Union, and identify a new Student Alumni Association Sponsor.

Describe Material Capital Expenditures in the 2018 Financial Plan - Provide Details and ROI Expectations

• The Alumni Association has no anticipated capital expenditures during FY 2018.

Identify Key Risks That Might Affect the 2018 Financial Plan

- The Board of Governors is currently doing an evaluation of the License Plate Program, specifically the percentage allocation between scholarships and academic/student programing. Any mandated increase to the percentage allocated to scholarships would negatively impact student engagement programming offered by the Association.
- The combined sponsorship and royalty revenue of \$755k contains \$629k currently under contract, with \$127k required through new sponsorships. Companies have been identified and conversations are ongoing to convert these prospects into Association sponsors, but the risk exists that this projected increase in sponsorship revenue will not materialize.

<u>List Major DSO Initiatives that will Drive Improvement in Operating Earnings for 2019 and 2020</u>

- The Association currently has 4,694 life members and continues to focus on life membership as a priority engagement initative for alumni and friends of the university.
- Increasing the percentage of alumni members from the current 11.2% to 13% (which is the average percentage of 35 membership based public institutions) of the living alumni base.
- Improve alumni engagement and participation at the chapter/society level by implementing an improvement program that provides for myriad relevant connection activities. Further, establish a culture of giving through scholarships benefiting a local USF student with a goal of 20% of all chapters and societies having established scholarship endowments. USFAA currently has 32 chapters and societies, with 17 groups with established scholarship funds.



University of South Florida Alumni Association, Inc.

Annual Financial Plan for FY 2018

INCOME STATEMENT

(In thousands)	FY 2018 FINANCIAL PLAN	FY 2017 FORECAST (as of 3/31/17)	Varianc \$	ee %	FY 2017 FINANCIAL PLAN	FY 2016 ACTUAL RESULTS
REVENUES	FLAN	(as 01 3/31/17)	3	70	FLAN	RESULIS
Program Revenue-Membership	\$619	\$585	\$34	6 %	\$597	\$555
Program Revenue	150	150	0	0 %	147	122
License Plate Revenue	397	393	4	1 %	415	392
Gifts & Donations	179	174	5	3 %	141	239
Investment Income (Loss)	241	216	25	12 %	214	198
Other: Foundation Support	625	625	0	0 %	625	616
Other: Royalties	507	575	(68)	(12)%	575	524
Other: Sponsorships	248	102	146	143 %	121	98
Total Revenues	\$2,966	\$2,820	\$146	5 %	\$2,835	\$2,744
Total Revenues	\$2,700	\$2,020	\$140	3 /0	\$2,633	\$2,744
EXPENSES						
Salaries & Benefits	\$1,691	\$1,526	\$165	11 %	\$1,578	\$1,451
Program Services	862	892	(30)	(3)%	913	961
Scholarships & Fellowships	73	72	1	1 %	71	54
Contractual Services	23	23	0	0 %	23	23
Materials & Supplies	4	2	2	100 %	5	5
Utilities/Repairs/Maintenance	9	5	4	80 %	5	5
Total Expenses	\$2,662	\$2,520	\$142	6 %	\$2,595	\$2,499
OPERATING PROFIT BEFORE						
NON-CASH CHANGES	\$304	\$300	\$4	1 %	\$240	\$245
Unrealized Investment Gains (Losses)	384	356	28	8 %	356	(399)
Change in Fair Value of Swaps	0	0	0	%	0	0
Total Non-Cash Changes	\$384	\$356	\$28	8 %	\$356	\$(399)
NET OPERATING PROFIT	\$688	\$656	\$32	5 %	\$596	\$(154)



University of South Florida Alumni Association, Inc.

Annual Financial Plan for FY 2018

STATEMENT OF CASH FLOWS

(In thousands)	FY 2018 FINANCIAL	FY 2017 FORECAST	Varianc	e	FY 2017 FINANCIAL	FY 2016 ACTUAL
	PLAN	(as of 3/31/17)	\$	%	PLAN	RESULTS
OPERATING ACTIVITIES						
Net Operating Profit	\$688	\$656	\$32	5 %	\$596	\$(154)
Adjustments for Non-Cash Activities:						
Unrealized Gain on Investments	(384)	(356)	(28)	(8)%	(356)	399
Change in operating assets/liabilities	130	110	20	18 %	110	7
Total Cash From Operating Activities	\$434	\$410	\$24	6 %	\$350	\$252
INVESTING ACTIVITIES						
Net (Purchases) Sales of Investments	\$(433)	\$(408)	\$(25)	(6)%	\$(347)	\$(246)
Total Cash From Investing Activities	\$(433)	\$(408)	\$(25)	(6)%	\$(347)	\$(246)
FINANCING ACTIVITIES						
Proceeds of Long-Term Debt	\$0	\$0	\$0	%	\$0	\$0
Principal Payments	0	0	0	%	0	0
Interest Payments	0	0	0	%	0	0
Total Cash From Financing Activities	\$0	\$0	\$0	%	\$0	\$0
CHANGE IN CASH	1	2	(1)	(50)%	3	6
Cash, Beginning of Year	15	13	2	15 %	14	7
Cash, End of Year	\$16	\$15	\$1	7 %	\$17	\$13





USF Research Foundation, Inc.

Annual Financial Plan for FY 2018

FINANCIAL PLAN STATEMENT

State the DSO's Statutory Mission which Supports the Goals of the University

 The University of South Florida Research Foundation was established to promote, encourage, and enhance the research activities of University of South Florida faculty, staff and students.

The USF Innovation Enterprise, which encompasses the USF Research Park, Technology Transfer, and the Tampa Bay Technology Incubator, contributes to a robust innovation-based ecosystem to include community startups and corporate partnerships with the University.

The Research Foundation provides a mechanism for the funding of licensed research and development activities at the University. As a Direct Support Organization, the Research Foundation provides broad and flexible financial mechanisms to administer private research contracts and grants, including corporate and private foundation-sponsored programs. The Research Foundation assists the University by working in cooperation with the University's Technology Transfer Office/Patents and Licensing, in the commercialization of University inventions including license agreements, and receipt and distribution of royalties related to intellectual property.

On behalf of the University, the Research Foundation manages the fiscal operations of the USF Tampa Bay Technology Incubator Program.

The Research Foundation also owns and manages real property assets that include the USF Research Park and various buildings located on the property. Activities within the Research Park generate revenue primarily through long-term leases of facilities utilized by the University research enterprise and private sector entities seeking research relationships with the University.

List Key Drivers for the Improvement in the 2018 Financial Plan Over 2017 - Focus on Cash Flows

- FY 2018 Financial Plan anticipates all buildings being fully leased, generating an increase of 6.5% in Research Park rents.
- We continue to expand our roster of quality companies within the Incubator Program. Further developing and expanding these
 programs and initiatives to drive corporate relationships, including sponsorships, grants, park tenancy, and enhanced student
 experiences. All programs leading towards larger goals of job creation and economic development.
- FY 2018 Financial Plan generates a net positive Cash Flow of \$983K after debt service costs and CAP-X, thereby increasing total cash reserves and investments by 8%.

Describe Material Capital Expenditures in the 2018 Financial Plan - Provide Details and ROI Expectations

- \$670 thousand of tenant improvements may be expended to generate additional rent revenues if needed. If the leases are not awarded or the improvements are not required for lease incentive, these improvements will not be made.
- \$418 thousand of capital expenditures are included in the FY 2018 Plan for maintaining functionality of the property and buildings. These include projects designed to reduce operating utility costs, improve security and preserving the research buildings within the Research Park, as Class A properties.
- Research Foundation Board previously approved investing up to \$500K for revision to the USF Research Park Master Plan along
 with initiation of design of a new mixed use laboratory and office facility. All activities would further the Innovation District
 Concept to create a vibrant community, and support the University Strategic Plan. \$510K is included in the FY 2018 Plan towards
 facility design that will help define the approach to the University and the Research Park as the gateway to the Innovation District.

Identify Key Risks That Might Affect the 2018 Financial Plan

• Occupancy within the Research Park is at near capacity. While there is on-going risk of lease terminations, there continues to be encouraging interest in available space.

List Major DSO Initiatives that will Drive Improvement in Operating Earnings for 2019 and 2020

- We are working on opportunities for constructing a new building within the USF Research Park. We anticipate all current building space being fully leased in FY18.
- Should additional space become available in the IDRB building, the FY17 debt restructure from Tax-Exempt to Taxable, will allow expanded business use to include private entities at market rate rents.



USF Research Foundation, Inc.

Annual Financial Plan for FY 2018

INCOME STATEMENT

(In thousands)	FY 2018	FY 2017	Varian	ice	FY 2017	FY 2016
	FINANCIAL	FORECAST	,		FINANCIAL	ACTUAL
	PLAN	(as of 3/31/17)	\$	%	PLAN	RESULTS
REVENUES						
Rental Revenue	\$7,816	\$7,336	\$480	7 %	\$7,813	\$7,932
Intellectual Property (IP) Revenue	3,000	2,825	175	6 %	2,825	2,798
Less - IP Revenue (on behalf of USF)	(500)	(625)	125	20 %	(625)	(598)
Incubator Program Revenue	1,838	1,800	38	2 %	1,726	2,300
NMR License Revenue	244	307	(63)	(21)%	244	307
Other Operating Revenues	194	180	14	8 %	211	190
Total Revenues	\$12,591	\$11,823	\$769	7 %	\$12,193	\$12,929
<u>EXPENSES</u>						
Salaries & Benefits	\$1,765	\$1,428	\$337	24 %	\$1,539	\$1,250
Contractual Services	105	86	18	21 %	120	165
Program Expense -IP, Incubator &						
University Support	2,349	1,997	352	18 %	2,016	1,937
Operations - Utilities / Repairs / Maint.	3,450	3,020	430	14 %	3,447	3,154
Other Operating Expenses	51	51	(0)	(1)%	53	62
Interest Expense	686	865	(179)	(21)%	996	1,719
Depreciation & Amortization	2,923	2,826	97	3 %	2,824	2,959
Total Expenses	\$11,329	\$10,274	\$1,055	10 %	\$10,995	\$11,246
OPERATING PROFIT BEFORE						
NON-OPERATING REVENUE	\$1,262	\$1,548	\$(286)	(18)%	\$1,198	\$1,683
			` ` `			-
Investment Income (Loss)	1,474	1,193	281	24 %	1,120	(374)
Other Non-Operating Income (Loss)	-	(30)	30	100 %	-	(989)
Total Non-Operating Revenue	\$1,474	\$1,163	\$311	27 %	\$1,120	\$(1,363)
NET INCOME						
(Increase in Net Position)	\$2,736	\$2,712	\$25	1 %	\$2,318	\$320



USF Research Foundation, Inc.

Annual Financial Plan for FY 2018

STATEMENT OF CASH FLOWS

(In thousands)	FY 2018 FINANCIAL PLAN	FY 2017 FORECAST (as of 3/31/17)	Variance \$	e %	FY 2017 FINANCIAL PLAN	FY 2016 ACTUAL RESULTS
OPERATING ACTIVITIES			·			
Net Income	\$2,736	\$2,712	\$25	1 %	\$2,318	\$320
Adj for Non-Cash Revenue/Expenses:						
Add back Depreciation/Amortization Exp	2,923	2,826	97	3 %	2,824	2,959
Add back Other Non Cash Expenses	75	107	(32)	(30)%	110	126
Less Non Cash Investment Gain (Loss)	(1,474)	(1,193)	(281)	(24)%	(1,120)	374
Less Non Cash Revenue	(29)	-	(29)	%	-	1,583
Change in Assets and Liabilities (net)	(60)	-	(60)	%	270	1,646
Total Cash From Operating Activities	\$4,172	\$4,452	\$(280)	(6)%	\$4,402	\$7,008
INVESTING ACTIVITIES						
Capital Expenditures	\$(1,598)	\$(960)	\$(638)	(66)%	\$(1,733)	\$(516)
Net Sales (Purchases) of Investments	-	-	-	%	-	(3,600)
Transfer from Venture Investment Fund	150	150	0	0 %	220	-
Seed Capital Loan Funding	(150)	(150)	0	0 %	(220)	(175)
Total Cash From Investing Activities	\$(1,598)	\$(960)	\$(638)	(66)%	\$(1,733)	\$(4,291)
FINANCING ACTIVITIES						
Redeem Investments for Debt Payoff	\$0	\$9,254	(9,254)	(100)%	\$9,255	\$0
Pay Off Debt	-	(9,525)	9,525	100 %	(9,525)	-
Principal Paid on Debt	(1,590)	(1,565)	(25)	(2)%	(1,565)	(1,680)
Total Cash From Financing Activities	\$(1,590)	\$(1,836)	\$246	13 %	\$(1,835)	\$(1,680)
CHANGE IN CASH	983	1,655	(672)	(41)%	835	1,037
Cash, Beginning of Year	6,095	4,440	1,655	37 %	4,440	3,403
Cash, End of Year	\$7,078	\$6,095	\$983	16 %	\$5,275	\$4,440
Total Cash & Investments	\$34,871	\$32,414	\$2,457	8 %	\$31,593	\$38,894



USF Financing Corporation & USF Property Corporation

Annual Financial Plan for FY 2018

FINANCIAL PLAN STATEMENT

State the DSO's Statutory Mission which Supports the Goals of the University

• The Financing Corporation is the University's financing arm and is expected to provide low cost, low risk, long-term financing for the University's major capital projects.

List Key Drivers for the Improvement in the 2018 Financial Plan Over 2017 - Focus on Cash Flows

- Refunding / Conversion of the \$38 M Series 2013A Health Bonds (Morsani Center and South Tampa Clinic)
 - The FY 2017 Bond Refunding reduced the fixed interest rate from 3.58% to 2.31%
 - Present Value Savings \$7.2 Million (18.9% of refunded bonds)
 - Bond Refunding capitalized on attractive long-term fixed interest rates, and reduced risks associated with variable rate debt and interest rate swaps (rollover risk, basis risk, termination risk, liquidity risk, interest rate risk). Bond Refunding coincided with expiration of related interest rate swap.
- Rising market rates may create an opportunity to return additional cash collateral to the University, currently pledged to swaps.

Describe Material Capital Expenditures in the 2018 Financial Plan

• \$6 Million Eye Institute Relocation Project - Approved by USF Board of Trustees on August 25, 2016

Identify Key Risks That Might Affect the 2018 Financial Plan

- The Corporation manages exposures to adverse operating and financial performance on a monthly basis for each of its 13 debt programs, its 2 interest rate swaps (with 1 expiring in FY 2019), and the related University auxiliaries or DSOs.
- USF's tax-exempt borrowing rates could be affected by proposed changes in the Federal Tax Code.

List Major DSO Initiatives that will Drive Improvement in Operating Earnings for 2019 and 2020

- Extension / Replacement of Direct Bank Placement of the \$62 M Series 2012B Housing Bonds (Juniper-Poplar Hall)
 - In Spring 2017, the Corporation will issue an Invitation to Negotiate to interested financial institutions for a proposal to provide
 public or direct placement financing for the Series 2012B bonds. The transaction will close prior to the October 1, 2017 expiration
 of the current Direct Placement Facility with Wells Fargo Bank.
 - o Objectives: Reduce risks and costs associated with the current Continuing Covenant Agreement.
- Refunding / Conversion of the \$18 M Series 2013B Health Bonds (Medical Faculty Office Building)
 - In Fall 2017, the Corporation will issue an Invitation to Negotiate to interested financial institutions for a forward rate lock commitment and proposal to provide direct placement financing for the Series 2013B bonds. The transaction will close prior to the July 1, 2018 expiration of the current Direct Placement Facility with JP Morgan Chase Bank.
 - Objectives: Capitalize on attractive long-term fixed interest rates; Reduce risks associated with variable rate debt and interest rate swaps (rollover risk, basis risk, termination risk, liquidity risk, interest rate risk).
- The Corporation will continue to work with University and campus leaders to assist with structuring new debt programs or restructure
 existing programs to meet their needs.
- The Corporation will continue to maintain positive relationships with Moody's / Standard & Poor's, Board of Governors, Division of Bond Finance, and commercial and investment banks.



USF Financing Corporation & USF Property Corporation

Annual Financial Plan for FY 2018

INCOME STATEMENT

(In thousands)	FY 2018 FINANCIAL	FY 2017 FORECAST	Variance	e	FY 2017 FINANCIAL	FY 2016 ACTUAL
	PLAN	(as of 3/31/17)	\$	%	PLAN	RESULTS
REVENUES		, ,	-			
USF housing system gross revenues	\$44,058	\$43,897	\$161	0 %	\$42,082	\$42,863
USF Marshall Center lease revenue	1,496	1,523	(27)	(2)%	2,488	944
USF athletics system lease revenue	1,978	1,984	(6)	(0)%	1,984	1,992
USF Arena revenue	878	814	64	8 %	883	952
UMSA lease revenue	4,107	4,085	22	1 %	4,043	4,612
HPCC (CAMLS) lease revenue	1,854	1,851	3	0 %	1,855	1,853
Total Revenues	\$54,371	\$54,154	\$217	0 %	\$53,335	\$53,216
<u>EXPENSES</u>						
USF housing system operating expenses	\$25,435	\$25,994	\$(559)	(2)%	\$21,455	\$22,019
Management fee	691	672	19	3 %	672	665
Interest expense	12,001	12,333	(332)	(3)%	13,919	13,076
Depreciation expense	7,854	7,811	43	1 %	7,811	7,811
General and administrative expenses	549	523	26	5 %	556	523
Total Expenses	\$46,530	\$47,333	\$(803)	(2)%	\$44,413	\$44,094
_						
OTHER REVENUES (EXPENSES)						
Transfers (to) from DSOs/auxiliaries	\$(7,888)	\$(6,805)	\$(1,083)	(16)%	\$(8,872)	\$(9,140)
Loss on debt extinguishment	0	(54)	54	100 %	(54)	0
Interest income	47	38	9	24 %	4	18
Total Other Expenses	\$(7,841)	\$(6,821)	\$(1,020)	(15)%	\$(8,922)	\$(9,122)
OPERATING PROFIT BEFORE						
NON-CASH CHANGES	\$0	\$0	\$0	%	\$0	\$0
INTO USF investment - unrealized gain	1,700	1,853	(153)	(8)%	1,500	2,224
Change in fair value of swaps	0	6,308	(6,308)	(100)%	0	(3,344)
Transfers (to) from DSOs to offset swaps	0	(6,308)	6,308	100 %	0	3,344
Total Non-Cash Changes	\$1,700	\$1,853	\$(153)	(8)%	\$1,500	\$2,224
NET OPERATING PROFIT	\$1,700	\$1,853	\$(153)	(8)%	\$1,500	\$2,224



USF Financing Corporation & USF Property Corporation

Annual Financial Plan for FY 2018

STATEMENT OF CASH FLOWS

Total Cash & Investments

(In thousands)	FY 2018 FINANCIAL	FY 2017 FORECAST	Varianc	e	FY 2017 FINANCIAL	FY 2016 ACTUAL
	PLAN	(as of 3/31/17)	\$	%	PLAN	RESULTS
OPERATING ACTIVITIES						
Net Operating Profit	\$1,700	\$1,853	\$(153)	(8)%	\$1,500	\$2,224
Adjustments for Non-Cash Activities:						
Amortization of debt issuance costs	89	89	0	0 %	90	89
Loss on debt extinguishment	0	54	(54)	(100)%	54	0
Depreciation expense	7,854	7,811	43	1 %	7,811	7,811
Amortization of premiums on debt	(1,724)	(1,840)	116	6 %	(252)	(2,234)
Change in fair value of swaps	0	(6,308)	6,308	100 %	0	3,344
Change in INTO USF equity investment	(1,700)	(1,853)	153	8 %	(1,500)	(2,224)
Cash dividend received from INTO USF	0	6,000	(6,000)	(100)%	0	0
Adjustments for Changes in						
Operating Assets and Liabilities	26,611	21,253	5,358	25 %	19,786	22,454
Total Cash From Operating Activities	\$32,830	\$27,059	\$5,771	21 %	\$27,489	\$31,464
INVESTING ACTIVITIES						
Capital Expenditures	\$(6,000)	\$0	\$(6,000)	%	\$0	\$0
Purchase of CD - INTO USF dividend	0	(6,000)	6,000	100 %	0	0
Net (Purchases) Sales of Investments	(1,312)	(3,090)	1,778	58 %	(1,893)	(4,100)
Total Cash Used in Investing Activities	\$(7,312)	\$(9,090)	\$1,778	20 %	\$(1,893)	\$(4,100)
FINANCING ACTIVITIES						
Cash Paid for Debt Issuance Costs	\$0	\$(53)	\$53	100 %	\$50	\$0
Debt Proceeds - Refunding	0	37,920	(37,920)	(100)%	37,920	0
Principal Payments - Refunding	0	(37,920)	37,920	100 %	(37,920)	0
Principal Payments	(11,733)	(11,076)	(657)	(6)%	(11,076)	(7,040)
Interest Payments	(13,785)	(12,340)	(1,445)	(12)%	(14,570)	(15,074)
Return of Cash Pledged to Counterparty	0	5,500	(5,500)	(100)%	0	(5,250)
Total Cash Used in Financing Activities	\$(25,518)	\$(17,969)	\$(7,549)	(42)%	\$(25,596)	\$(27,364)
CHANGE IN CASH	0	0	0	%	0	0
Cash, Beginning of Year	3	3	0	0 %	3	3
Cash, End of Year	\$3	\$3	\$0	0 %	\$3	\$3

\$38,335

\$39,647

3 %

\$1,312

\$29,245

Agenda Item: FL 119

USF Board of Trustees June 8, 2017

Issue: Student Green Energy Fee

Proposed action: 1) Approve the continuation of the \$1 per credit hour Green Fee for

USF Tampa

2) Approve the continuation of the \$1 per credit hour Green Fee for

USF St. Petersburg

Executive Summary:

The Board of Governors approved the implementation of a Green Fee at USF Tampa and USF St. Petersburg on March 24, 2011. The \$1 per credit hour fee was implemented starting with the Fall 2011 term. USF Sarasota/Manatee has thus far chosen not to implement the Green Fee.

Pursuant to Board Regulation 7.003(23), the University Board of Trustees on a periodic basis needs to review the fee to determine if the fee 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 BOG Board. Any subsequent decreases or continuation in these fees over the next five years (the next due date for the periodic review) are delegated to the University Boards of Trustees, with notification to the Chancellor.

Financial Impact: N/A

Strategic Goal(s) Item Supports: 1) Well-educated and highly skilled global citizens through our continuing commitment to student success. 2) High-impact research* and innovation to change lives, improve health, and foster sustainable development and positive societal change. (*The Green Fund charter prohibits funding pure research; however, the remainder of this goal is relevant.)

Committee Review Date: Finance Committee, 05/18/17

Supporting Documentation Online (please circle): Yes No

Supporting Documentation – USF Tampa Supporting Documentation – USF St. Petersburg

USF System or Institution specific: USF Tampa and USF St. Petersburg **Prepared by:** Nick Trivunovich, Vice President for Business & Finance and CFO

Supporting Documentation - USF Tampa Green Energy Fee

The American College and University Presidents' Climate Commitment, signed by USF President Judy Genshaft in 2008, 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.

The green fee is a nominal student fee that assists USF with conserving energy, reducing energy costs, lowering greenhouse gas emissions, promoting renewable energy technologies, reducing water usage and increasing resource sustainability. The fee is managed by the Student Green Energy Fund Council. The Council's membership includes six students and one alternate nominated by the Student Body President, and six faculty/staff and one alternate and a Council Chair appointed by the President or her designee.

As authorized by the Board of Governors, students will vote in a student body referendum every three years to determine whether they wish to continue the green fee. The USF student body voted on this matter four times. In 2010, students approved by a vote of 58% a non-binding referendum in support of a green energy fee at USF. The following year, students approved implementing a green Fee of \$1.00 per credit hour with support of 70% of students who cast a vote on the question. In 2014 and 2017, students voted to continue the green fee by 69% and 66% respectively.

Project	Cost	Charter Criteria	CO2 Reduction Annual	Status
Electric Vehicle Charging Stations	\$ 183,079	Greenhouse Gas	52.4 Metric Tons	New
New Electric Bull Runner Bus	600,000	Greenhouse Gas	334.9 Metric Tons	New
Roadways and Parking Upgrade to LED Lights	459,934	Energy Efficiency	107 Metric Tons	New
Convert Beard Parking Garage to LED Lighting	434,180	Energy Efficiency	518 Metric Tons	Underway
Convert Campus Rec Outdoor Courts to LED	217,300	Energy Efficiency	56.6 Metric Tons	Underway
Marshall Center Solar Panel Installation	1,387,603	Renewable Energy	13,015 Metric Tons	Underway
Condensing Boiler for Campus Rec Pool	153,700	Energy Efficiency	301 Metric Tons	Underway
Renew-A-Bull Biodiesel from Campus Waste	508,400	Renewable Energy	N/A*	Underway
Buy 62,801 MWh Renewable Energy Credits	53,000	Greenhouse Gas	44,135 Metric Tons	Completed
Smart Bike Sharing Program for USF Bulls	\$ 941,889	Greenhouse Gas	481.7 Metric Tons	Completed
*Replacing purchased biodiesel with biodiesel	generated fro	m campus waste.		•

Student Success Testimonials (April 2017) Leading and Participating in Student Green Energy Fund Projects

"Thank you so much for this unique experience to work in the Facilities Management and Planning, Campus Sustainability Department. In class we learn a lot about what could or should be done to achieve sustainability, but at my job I genuinely get to make that happen. This job has given me the background I need to confidently enter the workforce and assist entities with their energy and carbon reduction goals." *Lauren Reilly, Global Sustainability*

"Working with the SGEF and USF Facilities Management has been a great learning experience in the fields of project research and management. The entire process has allowed students like myself to help conceptualize, investigate, and execute efficient and economical solutions to known issues with regards to energy consumption and greenhouse gas emissions on campus." *Jeffrey Lowe, Engineering*

"Working with Mr. Desai (USF Facilities Management, Campus Sustainability) has been a tremendous learning experience for me. Mr. Desai is highly knowledgeable and ensures the work quality meets the expected standards in each and every task we do. With the students, he plays both the managerial role as well as the mentor role in teaching us best ways to present the results, analysis and write effective proposals for Student Green Energy Funds committee. His attention to detail during the technical discussions keeps us on our toes and extracts the best performance in each and every one of us." *Arun Kumar Narasimhan, Chemical & Biomedical Engineering*

"I have never been exposed to such information and experience that will prove to be highly useful when moving into the working world. In addition to the insights into practical applications of engineering in projects, the professional development and networking will be paramount to my future success. A big problem encountered by "professional students" is they finish their schooling and are over-qualified and under-experienced. Working with the Student Green Energy Fund gives me the opportunity to gain this experience and not develop this issue." *Alex Kirk, Integrative Biology*

Tampa Green Fee: Objectives & Outcomes

Harold Bower

Assistant Vice President - Student Affairs & Student Success





JSF is committed to the reduction and eventual elimination of greenhouse gas emissions from campus operations and infrastructure.

greenhouse gas emissions inventory and develop a long-term Climate Commitment, USF is obligated to conduct an annual Under the American College and University Presidents' Climate Action Plan.





What is the Green Fee?

- \$1 per credit hour fee paid by enrolled students on Tampa campus
- Assists USF with conserving energy, reducing energy costs, lowering technologies, reducing water usage, and increasing resource greenhouse gas emissions, promoting renewable energy sustainability
- Fee continuation is put to a student body vote every 3 years
- 2014: 69% approved the continuation of the Green Fee
- 2017: 66% approved





Student Green Energy Fund

- Collected Green Fees are put into the Student Green Energy Fund
- Managed by a cross-functional council with faculty, staff and student representation
- 6 faculty/staff, 6 students, plus Council Chair
- Administrative support is provided by Student Affairs & Student Success
- students, faculty, and/or staff and approved funding for implementation SGEF Council reviews proposals for campus green projects submitted by
- Funded projects are managed by students, providing them with real-world experience and skills for their resume STUDEN LIKE ON THE NEW STUDEN TO THE NEW STUDENT TO THE NEW ST



Student Green Energy Fund

COMPLETED PROJECTS	COST	COMPLETION DATE	COMPLETED PROJECTS	COST	COMPLETION DATE
MSC SOLAR INITIATIVES	\$144,497	6/15	REFILL-A-BULL HYDRATION STATIONS PH1-PH4	\$116,105	11/15
ENG/CUT SOLAR PV SYSTEM	\$88,707	12/15	BIODIESEL PLANT PROJECT PH1	\$106,713	07/16
USF GREENING UP CHAMPIONS CHOICE DINING SOLARDOK	\$12,164	06/12	SOLAR DOCKS AT CHEMISTRY PLAZA	\$23,638	11/14
CENTRAL UTILITIES LIGHT RETROFIT	\$45,816	10/12	EV CHARGING STATIONS	\$30,925	06/16
JPH HVAC CONSERVATION	\$111,046	10/13	CAMPUS REC ENERGY EFFICIENT EQUIPMENT	\$36,040	07/15
CYPRESS HALL LIGHTING	\$8,475	02/13	ETS PHASE II SOLAR PANEL & GOLF CART CHARGING	\$25,353	02/16
DESKTOP POWER MANAGEMENT	\$46,194	08/14	ELECTRIC VEHICLE CHARGING STATION AT PCGS	\$33,742	09/16
CRESCENT HILL GARAGE RETROFIT PH1/PH2	\$88,320	08/13	SOLAR UMBRELLAS AT ARGOS	\$11,512	06/16
AIR HANDLER OPTIMIZATION AUTOMATION	\$29,994	11/14	TREE PLANTING - ARBOR DAY	\$74,416	05/17
SGEF PARKING LOT 6 LED RETROFIT	\$5,158	09/13	REDUCING USF CO2 EMISSIONS WITH ALGAE	\$5,273	05/17
SGEF PARKING LOT 5A LED & CEDAR RETROFIT	\$9,002	11/13	GREEN & GOLD LIGHTING PROJECT	\$84,265	05/17
CONTEMPORARY ART MUSEUM LED LIGHTS	\$9,493	04/14	RENEWABLE ENERGY CREDIT AND CARBON OFFSET PURCHASE	\$53,000	03/17
SMART PARKING GUIDANCE SYSTEM	\$175,888	DISCONTINUED			

Student Green Energy Fund

PROJECTS UNDERWAY	AWARD	AWARD EXPECTED COMPLETION APPROVED PROJECTS	APPROVED PROJECTS	AWARD
SHARE-A-BULL BIKE	\$625,181	6/30/2017	TREE PLANTING - PHASE II	\$39,644
BEARD GARAGE LED LIGHT	\$434,180	5/30/2017	CPT BOILER	\$153,700
MSC SOLAR PANELS	\$1,387,603	5/31/2017	EV CHARGING STATION PHASE III	\$194,064
CAMPUS RECREATION TENNIS AND BASKETBALL LED LIGHTS	\$217,300	7/28/2017	ELECTRIC BUS	\$636,000
BIODIESEL GENERATION PLANT PHASE II \$259,700	\$259,700	12/31/2018	• Funde Collected Since	ted Sinc
THERMAL ENERGY STORAGE SYSTEM	\$95,400	8/30/2017		
ROADWAY AND PARKING LOT LED LIGHT	\$459,934	6/30/2017		

Z	APPROVED PROJECTS	AWARD	MONTH AWARDED
	TREE PLANTING - PHASE II	\$39,644	MARCH 2017
	CPT BOILER	\$153,700	MARCH 2017
	EV CHARGING STATION PHASE III	\$194,064	MARCH 2017
	ELECTRIC BUS	\$636,000	MARCH 2017

se Inception: **\$6,279,526**

Uncommitted Funds:

\$132,383



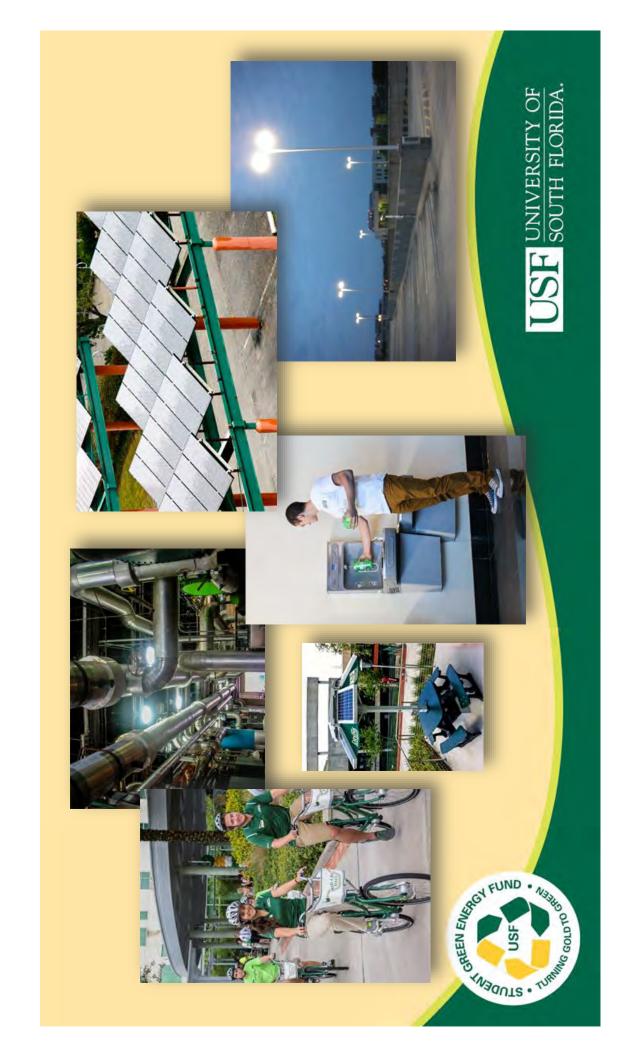


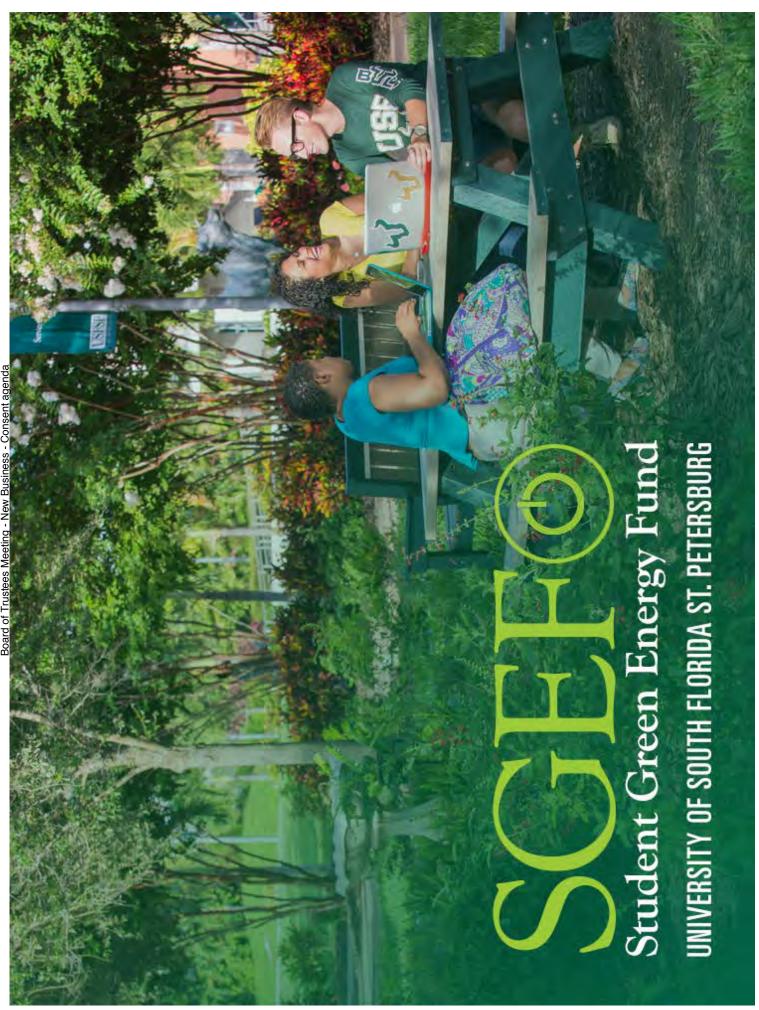
"Working with the SGEF and USF Facilities Management has research and management. The entire process has allowed execute efficient and economical solutions to known issues students like myself to help conceptualize, investigate, and with regards to energy consumption and greenhouse gas been a great learning experience in the fields of project emissions on campus."

Jeffrey Lowe, Engineering







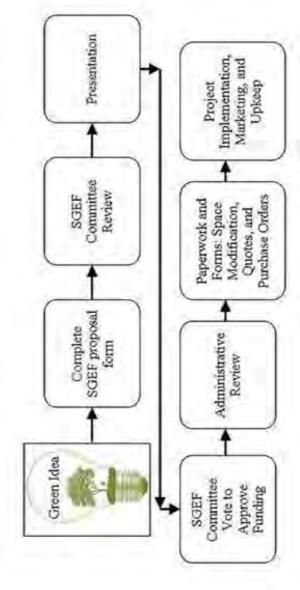




What is SGEF?

COLLABORATIVE, STATE-WIDE, STUDENT-LED CAMPAIGN THE STUDENT GREEN ENERGY FUND (SGEF) IS A

- Funding used to assist the university in reducing energy costs through conservation, promoting power generation, and lowering greenhouse gas emissions
- Financed through a nominal student fee of \$1.00/credit hour
- Any student at USFSP can propose a project SGEF committee votes on which projects to fund



NIVERSITY OF

SOUTH FLORIDA ST. PETERSBURG

SUCCESSFULLY IMPLEMENTED PROJECTS

LED LIGHTS:

- Recreation Center
 - Parking Garage
 - Soccer Field

SOLAR CARPORT

- 40kW array helping power new Biology Lab
- WATER BOTTLE REFILL STATIONS
- RECYCLABLE LAB GLOVES
- **RECYCLING BINS**
- SOLAR CHARGING STATIONS
- & MORE!













Referendum Results

4 Do you support this Referendum?

Energy Efficient Cardio Equipment at Campus Recreation Center, Recycling Bins, Recycable Gloves with bins in implemented at the University of South Florida St. Petersburg through the fee include Refillable Water Stations, Florida St. Petersburg (USFSP) in the mission to promote sustainability, mitigate total emissions and decrease energy consumption on campus. The projects funded for by the fee will be chosen and guided by a steering Carports, Hybrid Campus Recreation truck. The Student Green Energy Fee is set at \$1.00 per credit hour for The Student Green Energy Fee (SGEF) is a nominal student lee that is used to assist the University of South Biology, Chemistry and Organic Labs, Parking Garage LED Lights, Solar Power Picnic Tables, Solar Panel committee of majority students, faculty and staff, with varying allocations per project. Projects already undergraduate and graduate students.

Do you support a three (3) year continuance of the Student Green Energy Fee?



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Financial Assessment

- Currently SGEF is financed through a nominal student fee of \$1.00/per credit hour
- support, and a growing interest in SGEF we believe the current Based off successfully implemented green projects, high student financing should remain the same moving forward.

249



Financial Assessment

COMPLETION/ Int Estimated Day	
AMOUNT	UNDS COLLECTED SINCE INCEPTION \$758,991.00
	INDS COLLECTED 7/11-PRESENT)

	AMOUNI	EN INVAILED DAILE
FUNDS COLLECTED SINCE INCEPTION (07/11-PRESENT)	\$758,991.00	Ι
COMPLETED PROJECTS:		
Hybrid Waterfront Truck	\$33,511.76	Completed 02/13
Water Bottle Refill Stations	\$17,065.00	Completed 09/14
5th Ave. Garage LED Lighting Upgrade	\$49,336.50	Completed 08/13
Zero-Energy Fitness Equipment	\$34,912.84	Completed 03/13
Outdoor Recycling Bins	\$22,995.00	Completed 07/13
Outdoor Solar Doks C harging Stations	\$26,000.00	Completed 09/12
RHO + USC Water Bottle Refill Stations	\$2,600.00	Completed 03/15
Parking Garage LED Lighting Upgrade (Phase 2)	\$104,000.00	Completed 10/15
Outdoor Recycle Bins (Phase 2)	\$5,700.10	Completed 07/15
1kW Solar PV for Food Forest	\$6,000.00	Completed 09/16
Soccer Field LED Lighting Upgrade	\$32,073.09	Completed 09/16
Recreation Center Lighting Upgrade	\$24,306.00	Completed 06/16
Food Forest Irrigation System	\$6,985.00	Completed 07/16
Recycling Bins (Phase 3) Additional Outdoor	\$14,118.00	Completed 01/17
Marketing Materials	\$3,289.00	Completed 03/17

NOTES					2 year commitment				Approved by committee-leadership approvel pending	Approved by committee-leadership approvel pending			Money Approved/ Encumbened- Does not include the recuring glove project	
COMPLETION/ Estimated date		Est. Completion 07/01/17	Est. Completion 08/01/17	Implementing during Summer B session '17	Implementing during Summer B session '17		1B0	TB0	Est. Completion 06/15/17	Est. Completion 08/01/17				Completed 07/16
AMOUNT		\$130,901.00	\$1,171.00	\$362.67	\$2,000.00		\$8,410.00	\$10,068,00	\$30,000.00	\$10,00.10		\$329,361.00	\$185,478.00	\$143,883.00
	PROJECTS UNDERWAY:	Poynter Solar (40kW) Carport Array	Hydroponic Tower Garden	Lab Gloves/Equipment Recycling Bins	Recyclable Lab Gloves	APPROVED PROJECTS:	Electric J24 Boat Motors	Pool Heater Cover	Heat Rejection Window film for RHO	Campus Bike Share	UNCOMMITTED FUNDS:	Current Cash Balance	Potential Pending Commitments in '17/'18	Balance uncommitted from available cash

Agenda Item: FL 120

USF Board of Trustees June 8, 2017

Issue: Review and Approval of 2017 Work Plans

Proposed action: Approval of the 2017 Work Plans for USF St. Petersburg,

USF Sarasota-Manatee, USF Tampa, and USF System

Executive Summary:

The 2017 Work Plans for USF St. Petersburg, USF Sarasota-Manatee, USF Tampa, and USF System for approval prior to BOG review and approval.

Financial Impact:

Beginning in 2013, the State of Florida adopted a funding model for public higher education that allocates a portion of general revenue and lottery dollars to universities on the basis of performance (student success and outputs). The Florida Board of Governors (BOG) awards performance based funding to the USF System based on institutional performance in 10 metrics. The Florida BOG will consider the 2018 goals for approval at the June 2017 meeting.

Yes

Strategic Goal(s) Item Supports: Goals 1, 2 Workgroup Review Date: May 18, 2017 ACE

Supporting Documentation Online (please circle):

2017-18 Work Plan Presentation

USF System or Institution specific: USF System **Prepared by:** Dr. Theresa Chisolm, 974-2281

No

Petersburg

DRAFT



University of South Florida - St. Petersburg

University Work Plan Presentation for Board of Governors June 2017 Meeting

BOT 6-8-2017

STATE UNIVERSITY SYSTEM of FLORIDA Board of Governors



BOT 6/8/2017

INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' <u>2025 System Strategic Plan</u> is driven by prospective goals and associated metrics that set future benchmarks for the System;
- 2) The Board's <u>Annual Accountability Report</u> provides retrospective tracking with year-over-year and longer time periods for how the System is progressing toward its goals;
- 3) Institutional <u>Work Plans</u> connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of the one-year metric goals. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.

BOT 6/8/2017

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 - b. Vision Statement
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 - a. Teaching & Learning
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UNIVERSITY OF SOUTH FLORIDA – ST. PETERSBURG

BOT 6/8/2017

MISSION STATEMENT (What is your purpose?)

The mission of USFSP is to inspire scholars to lead lives of impact. As an integral and complementary part of the multi-institutional USF System, The University of South Florida St. Petersburg (USFSP) reflects a distinctive identity and mission while contributing to and benefiting from the association, cooperation, and shared resources of a premier national research university.

VISION STATEMENT (What do you aspire to?)

USF St. Petersburg will shine. USFSP faculty and administrators will work shoulder-to-shoulder with students and community partners to build a better world. We will challenge ourselves to excel in research, teaching, and service. USFSP will be a premier urban institution recognized for its vibrant community of scholars who engage and improve the community.

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

Guided by the USF System's strategic goals and USFSP's mission and vision, our strategies are also informed by *Vision 20/20* and the ongoing USFSP strategic plan implementation process for 2014 – 2019. To achieve the goal of supporting a distinctive identity as a top teaching and research institution, USFSP will emphasize faculty scholarship and research, student performance and discovery, campus culture, and strategic partnerships. USFSP will pursue these goals by providing the organizational infrastructure and the sustainable funding to make this possible. Throughout the process, USFSP's top priority is student success, especially increased and new initiatives to enhance student retention and graduation rates. *Vision 20/20* articulates our six strategic goals for the future:

□ Distinctive Identity
☐ Student Success and Culture
☐ Faculty Excellence in Teaching and Research
□ Strategic Partnerships
☐ Infrastructure to Meet Current and Future Needs
□ Sustainable Funding
Included in the strategic plan is the goal to increase annual enrollment with students served rising to 10,000
students by 2025. This increase represents growth in the annual students served as measured by the total
number of students taking credit hours in a year at USFSP (Fall 2016 unduplicated headcount was 4,717
USFSP students, as shown on page 11's Enrollment Planning Tables). This initiative will help stakeholders

appreciate how planned growth will stabilize and energize USFSP and the USF System.



UNIVERSITY OF SOUTH FLORIDA – ST. PETERSBURG

BOT 6/8/2017

STRENGTHS AND OPPORTUNITIES (within 3 years)

What are your core capabilities, opportunities and challenges for improvement?

USFSP's core capabilities include excellence in teaching and learning using innovative modes of delivery, data-based decision making, high levels of faculty-student interaction, a vibrant research culture, an entrepreneurial spirit, strong and collaborative community support, and diverse partnerships. We provide our students with an intellectual environment that promotes active and experiential learning to prepare them to become critical thinkers and thought leaders.

USFSP's strengths and opportunities include its distinguished faculty and dedicated staff, all highly committed to student success. Another strength is its waterfront location in the heart of St. Petersburg's Innovation District. Just steps from downtown's culture and arts, and adjacent to premier health facilities, USFSP offers rich community experiences for students, as well as for employees of nearby companies who seek coursework and degrees on our campus. We are Pinellas County's only public research institution, and we benefit from being a valued member of the USF System.

Our strong, growing, and innovative community partnerships provide exceptional opportunities to gain feedback about our programs while enhancing civic engagement. By developing appropriate support structures, our faculty are able to advance student learning and further their research, to include securing external funds through grants and contracts.

As we grow our student population, we are balancing regional workforce needs, student interest and campus capacity to provide an always-evolving, future-oriented palette of programs, degrees, and services. This goal requires us to actively recruit students who reflect our regional diversity, as well as out-of-state and international students who bring global perspectives and connections to our campus. Also, it requires that we develop new retention initiatives to ensure that students who start at USFSP will graduate from USFSP in a timely fashion, prepared to earn advanced degrees or enter the workforce.

We are still a young institution. We continue to develop our identity and the infrastructure necessary to fully realize our potential. Although we see many advantages of being a cosmopolitan institution, there are limited opportunities for physical expansion. As our STEM and other new academic programming grows, we will need additional teaching and laboratory space as well as financial aid for our student population.



UNIVERSITY OF SOUTH FLORIDA – ST. PETERSBURG

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KEY INITIATIVES & INVESTMENTS (within 3 years)

Describe your top <u>three</u> key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1 Develop and implement initiatives to improve student academic progress and graduation.

We have formed a strategic enrollment management team with responsibility for student success from recruitment through degree completion. Each performance-based metric has a 'champion' who leads work groups to develop and implement best practices that align with student persistence. The following are a few of the initiatives identified for implementation over the next three years:

- 1. Embedding an electronic early alert system within a student case management platform under the guidance of a persistence team;
- 2. Aligning first-year experiences, programming, and services with predictive analytics;
- 3. Creating a Master Academic Plan to identify majors that align with both student interest and workforce needs;
- 4. Providing more affordable housing for residential students through a P3 facilities project planned for fall 2019;
- 5. Adding more internships and experiential opportunities for students; and
- 6. Continuing to deepen the campus experience for students through the addition of more clubs and organizations, Greek life, and athletics.

2 Develop and implement focused initiatives to improve faculty excellence.

The USFSP Master Academic Plan engaged faculty across the university in reviewing and revising current academic programs and in the proposal of new programs that fit within the BOG's Areas of Strategic Emphasis, meet STEM principles, and engage faculty in innovative pedagogical models. The need for exceptional faculty members who understand those pedagogical models is demanded by goals within the MAP and ongoing professional development will be required throughout plan implementation. The plan will include a Deans' Council paper defining expectations for research and scholarly work and when approved, will provide greater clarity on scholarly expectations of faculty. Strategic Plan implementation efforts resulted in proposals to increase faculty diversity as well as excellence in research and teaching. Focused recruitment and incentives have led to significantly increased faculty hires among Hispanic and African American faculty. In addition, a Minority Post-doc Program begun in Spring 2016 is aimed at recruiting and mentoring minority faculty over the next few years. A new internal grant proposal program is designed to provide support for junior faculty to be mentored by senior, more experienced faculty members from outside the university to assist with publication and grant-writing. Additionally, USF St. Petersburg plans to add a post-grant position in the Research office and to provide additional assistance to faculty who are pursuing external grants/awards.

Launched in 2016, USFSP's Center for Innovative Teaching and Learning (CITL) will expand its services over the next three years to include ongoing support for faculty excellence. Among other functions, the CITL sponsors new faculty orientations and events, a mentoring program for faculty, and ongoing professional development opportunities.



UNIVERSITY OF SOUTH FLORIDA – ST. PETERSBURG

BOT 6/8/2017

3 Provide the requisite physical, human and technological infrastructure for USFSP to sustain its current areas of excellence and to grow by design.

USF St. Petersburg entered into negotiations for its first P3 agreement to add a new student residential facility that will double the number of beds available to full-time students. Our plan calls for a residence hall with 550 beds to be constructed adjacent to the recreation field at Third Street South and Fifth Avenue South. It will feature single- and double-occupancy units, providing financially accessible options for many students who currently must live off campus. The proposed building also calls for a dining facility and a 25,000 square-foot conference center that will allow us to expand campus events, and host business and community meetings.

We plan to significantly remodel our major classroom facility, Davis Hall, and to expand the Coquina Club, a student gathering area adjacent to the university pool and marina. We will open a technical support area in the Poynter Library where students can receive walk-in support for using technology in teaching and learning; create materials for presentations, proposals, and publication; and learn how to use the electronic tools already available to them at USFSP.



UNIVERSITY OF SOUTH FLORIDA – ST. PETERSBURG

BOT 6/8/2017 —

PERFORMANCE BASED FUNDING METRICS (ACTUAL | GOALS) PLANNED CURRENT YEAR

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
•	•	61.1%	67.1%	69.0%	71.0%	73.0%	75.0%	77.0%
				69%	71.0%	73.0%	76.0%	
2. Median V	Wages of Ba	chelor's Gra	duates Emp	ployed Full-	time [within o	one-year, any	where in the Na	tion]
2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
\$33,000	\$34,900	\$34,800	\$35,400	\$36,000	\$36,600	\$37,200	\$37,800	\$38,400
				\$36,000	\$36,300	\$37,200	\$37,800	
3. Average	Cost to the	Student [Net		s per 120 Credi	t Hours for Res	sident Underg	raduates]	
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
			Reported	at the USF Sys	stem Level			
l. FTIC Six	-Year Gradu	ation Rate						
2006-12	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20
31.6% (+17%)	41.4% (+20%)	31.6% (+22%)	38.3% (+22%)	36.8% (+14%)	36.0%	39.0%	45.0%	54.0%
				42.0%	44.0%	45.0%	50.0%	
2011-12	2012-13	2013-14	2014-15	2015-16	east a 2.0 GPA] 2016-17	2017-18	2018-19	2019-20
58.9% (+16.1%)	57.3% (+15.8%)	61.6% (+12.6%)	66.9% (+9.5%)	65.5% (+7.9%)	73.0%	78.0%	83.0%	88.0%
				68.0%	72.0%	74.0%	76.0%	
6. Percentag	ge of Bachel	or's Degrees	s Awarded	within Prog	rams of Stra	tegic Empl	nasis	
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
38.0%	35.9%	36.5%	42.3%	43.3%	44.0%	45.0%	47.0%	50.0%
				43.0%	43.0%	43.0%	45.0%	
7. Universi	ty Access Ra	ate [Percent of	Undergraduat	es with a Pell g	grant]			
FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019
37.5%	39.2%	40.0%	43.3%	42.3%	42.0%	42.0%	42.0%	42.0%
				40.0%	40.0%	40.0%	40.0%	
8. Percentag	ge of Gradu	ate Degrees	Awarded w	vithin Progra	ams of Strat	egic Emph	asis	
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
34.9%	35.7%	33.5%	29.7%	28.4%	30.2%	30.2%	30.2%	30.2%
				30.2%	30.2%	30.0%	30.2%	



UNIVERSITY OF SOUTH FLORIDA – ST. PETERSBURG

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9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
55.0%	64.2%	67.9%	69.4%	76.5%	77.0%	78.0%	79.0%	80.0%
				70.0%	72.0%	74.0%	76.0%	

10. BOT Choice: Postdoctoral Appointees

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
0	0	0	0	0	0	0	2	2
				0	0	0	2	

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



UNIVERSITY OF SOUTH FLORIDA – ST. PETERSBURG

BOT 6/8/2017

2021

KEY PERFORMANCE INDICATORS (ACTUAL | GOALS) PLANNED CURRENT YEAR

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

1. Public Un	iiversity Na	ational Ranl	king [based o	n BOG's official	l list of publica	ntions]		
2013	2014	2015	2016	2017	2018	2019	2020	

•	•	•	•	•

2. Freshmen in Top 10% of High School Class

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
11%	17%	18%	14%	19%	20%	23%	26%	29%
				12.0%	14.0%	16.0%	18.0%	

3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
•	•	•		•	•	•		•

4. Time to Degree for FTICs in 120hr programs

2011-	12 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
4.4	5.2	4.5	4.1	4.3	4.3	4.3	4.3	4.3
				4.3	4.3	4.3	4.3	

5. Four-Year FTIC Graduation Rates [full-time students only]

2008-12	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20
17%	23%	22%	21%	19%	30%	40%	45%	50%
(+11%)	(+11%)	(+9%)	(+12%)	(+14%)				
				26.0%	26.0%	31.0%	33.0%	

6. Bachelor's Degrees Awarded [First Majors Only]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
706	826	821	825	882	913	928	943	960
				886	913	928	943	

7. Graduate Degrees Awarded [First Majors Only]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
146	143	167	222	211	225	230	235	240
				225	225	230	235	

8. Bachelor's Degrees Awarded to African-American & Hispanic Students

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
14%	17%	17%	18%	22%	22%	24%	26%	26%
				20%	22.0%	24.0%	26.0%	



UNIVERSITY OF SOUTH FLORIDA – ST. PETERSBURG

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9. Percentage of Adult (Aged 25+) Undergraduates Enrolled

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
32%	31%	33%	32%	29%	30%	30%	30%	30%
				33%	33.0%	30.0%	28.0%	
0. Percen	t of Underg	raduate FTE	in Online (Courses				
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
31%	33%	32%	32%	32%	32%	33%	33%	33%
				32.0%	32.0%	32.0%	32.0%	
1. Percen	t of Bachelo	r's Degrees	in STEM &	Health				
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
2011-12 5%	2012-13 8%	2013-14 9%	2014-15 15%	2015-16 21%	2016-17 21%	2017-18 24%	2018-19 26%	2019-20 28%
5%		9%	15%	21% 19%	21%	24%	26%	28%
5%	8%	9%	15%	21% 19%	21%	24%	26%	28%

2.2%

2.2%

3.0%

5.1%



BOT 6/8/2017

KEY PERFORMANCE INDICATORS (ACTUAL | GOALS) PLANNED CURRENT YEAR

Institution Specific Goals (optional)

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

	2015 ACTUAL	2015 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Bachelor's Degrees in									
Areas of Strategic	178	304	309	349	367	370	390	400	424
Emphasis									
					360	370	390	400	
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Percent of Course Sections									
Offered via Distance and	16%	18%	18%	22%	24%	26%	26%	26%	26%
Blended Learning									
					25.0%	26.0%	26.0%	26.0%	
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Maintain Carnegie									
Community Engagement Classification	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
					Yes	Yes	Yes	Yes	



UNIVERSITY OF SOUTH FLORIDA – ST. PETERSBURG

BOT 6/8/2017

ENROLLMENT PLANNING (ACTUAL | *PLAN*)

Planned Headcount Enrollment by Student Type (for all students at all campuses)

	FALL 2012 ACTUAL	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 PLAN	FALL 2018 <i>PLAN</i>	FALL 2019 <i>PLAN</i>	FALL 2020 <i>PLAN</i>
UNDERGRADUATE									
FTIC (Regular Admit)	1,669	1,624	1,501	1,593	1,745	1,789	1,878	1,972	2,070
FTIC (Profile Admit)	16	12	17	16	14	18	19	20	21
FCS AA Transfers	1,194	1,193	1,188	1,232	1,213	1,586	1,665	1,748	1,835
Other AA Transfers	266	253	239	232	218	272	286	300	315
Post-Baccalaureates	-	-	153	134	126	146	153	161	169
Other Undergraduates	869	868	737	738	712	972	1,023	1,074	1,128
Subtotal	4,014	3,950	3,835	3,945	4,028	4,783	5,024	5,275	5,538
GRADUATE									
Master's	457	552	530	540	556	584	607	631	656
Research Doctoral									
Professional Doctoral									
Subtotal	457	552	530	540	556	584	607	631	656
UNCLASSIFIED									
H.S. Dual Enrolled									
Other ¹	219	238	231	264	221	286	297	308	319
Subtotal	219	238	231	264	221	286	297	308	319
TOTAL	4,690	4,740	4,596	4,749	4,805	5,653	5,928	6,214	6,513

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2016 Data Administrator Workshop and matches the 2015-16 Accountability Report (Table 3A). The change improves how post-baccalaureate undergraduate students are counted. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction (for all students at all campuses)

	2011-12 ACTUAL	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN
UNDERGRADUATE									_
Distance (80-100%)	1,170	1,346	1,228	1,171	1,183	1,226	1,275	1,326	1,372
Hybrid (50-79%)	31	36	67	82	39	39	40	40	41
Classroom (0-50%)	2,634	2,688	2,537	2,386	2,449	2,585	2,688	2,798	2,873
Subtotal	3,835	4,070	3,832	3,639	3,671	3,850	4,003	4,164	4,286
GRADUATE									
Distance (80-100%)	119	154	183	203	204	211	220	228	233
Hybrid (50-79%)	3	0	4	19	3	3	3	3	3
Classroom (0-50%)	240	234	242	219	235	252	262	273	278
Subtotal	362	388	429	441	442	466	485	504	514

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Classroom/Traditional**, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element 2052.



UNIVERSITY OF SOUTH FLORIDA – ST. PETERSBURG

BOT 6/8/2017

ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

	2015-16 ACTUAL	2016-17 ESTIMATE	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN	Planned Annual Growth Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	1,294	1,361	1,424	1,484	1,512	1,573	1,636	1,701	3.6%
UPPER	2,156	2,134	2,355	2,447	2,520	2,621	2,726	2,835	3.7%
GRAD I	415	408	450	468	486	506	526	547	3.9%
GRAD II	1	2	0	0	0	0	0	0	%
TOTAL	3,866	3,905	4,229	4,399	4,518	4,700	4,888	5,084	3.7%
NON RESIDENT									
LOWER	61	89	67	70	72	75	78	81	3.8%
UPPER	79	107	86	89	93	97	101	105	4.0%
GRAD I	16	17	17	18	19	19	20	21	4.2%
GRAD II	0	1	0	0	0	0	0	0	%
TOTAL	156	214	170	177	184	191	199	207	3.9%
TOTAL									
LOWER	1,355	1,450	1,491	1,554	1,585	1,648	1,714	1,783	3.6%
UPPER	2,235	2,241	2,441	2,536	2,613	2,718	2,826	2,939	3.7%
GRAD I	431	425	467	486	505	525	546	568	3.9%
GRAD II	1	3	0	0	0	0	0	0	%
TOTAL	4,022	4,119	4,399	4,576	4,703	4,891	5,086	5,289	3.7%
NOT STATE FUNDA	ABLE								
LOWER	33	36	39	41	43	44	46	48	4.2%
UPPER	47	50	42	43	45	47	49	51	3.9%
GRAD I	10	4	8	8	9	9	9	10	4.5%
GRAD II	0	0	0	0	0	0	0	0	%
TOTAL	90	90	89	92	97	100	104	109	4.1%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2022-23 value divided by the 2017-18 value) to the (1/5) exponent minus one.



BOT 6/8/2017

ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2017-18

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2016 Work Plan list for programs under consideration for 2017-18.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT in 5th year	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
BA Sustainability Studies (USFSP)	30.3301	STEM	UF	0%	75	Fall 2017
BS Computational & Applied Mathematics (USFSP)	27.0304	STEM	None	0%	55	Fall 2017
MASTER'S, SPECIALIST AND OTH	IER ADVAN	CED MASTE	R'S PROGRAMS			
NI/A						_

N/A

DOCTORAL PROGRAMS

N/A

New Programs For Consideration by University in 2018-19

These programs will be used in the 2017 Work Plan list for programs under consideration for 2018-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT in 5th year	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Management Science (USFSP)	52.1301	STEM	UF	0%	100	Fall 2018
General Studies (USFSP)	24.0102	None	UCF	100%	100	Fall 2018
Environmental Chemistry (USFSP)	40.0509	STEM	None	0%	40	Fall 2018
MASTER'S SPECIALIST AND OTH	IFR ADVA	NCED MAST	TER'S PROGRAM	ς		

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

N/A

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N/A



BOT 6/8/2017

UNIVERSITY REVENUES

University Revenues (in Millions of Dollars)

Education & General	2015-16	2016-17
Education & General	Actual	Estimates
Main Operations		
State Funds	\$27.40	\$29.52
Tuition	\$20.40	\$21.71
SUBTOTAL	\$47.80	\$51.23
Health-Science Center / Medical Schools		
State Funds		
Tuition		
SUBTOTAL	\$0.00	\$0.00
EDUCATION & GENERAL TOTAL REVENUES	\$47.80	\$51.23

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report).

OTHER BUDGET ENTITIES

Auxiliary Enterprises	\$12.80	\$17.59
Contracts & Grants	\$3.10	\$3.17
Local Funds	\$3.90	\$4.06
Faculty Practice Plans	\$0.00	\$0



UNIVERSITY OF SOUTH FLORIDA – ST. PETERSBURG

BOT 6/8/2017 —

UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

Undergraduate Students		Actual			Proi	ected	
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Tuition:							
Base Tuition - (0% inc. for 2016-17 to 2019-20)	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.0
Tuition Differential ⁵	35.14	\$35.14	\$35.14	\$35.14	\$35.14	\$35.14	\$35.1
Total Base Tuition & Differential per Credit Hour	\$140.21	\$140.21	\$140.21	\$140.21	\$140.21	\$140.21	\$140.2
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.2
Capital Improvement ²	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.7
Activity & Service	\$25.63	\$25.63	\$25.63	\$25.63	\$25.63	\$25.63	\$25.6
Health	\$4.90	\$4.90	\$4.90	\$4.90	\$4.90	\$4.90	\$4.9
Athletic	\$2.45	\$2.45	\$2.45	\$2.45	\$2.45	\$2.45	\$2.4
Transportation Access	\$2.25	\$2.25	\$2.25	\$2.25	\$2.25	\$2.25	\$2.2
Technology ¹	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.2
Green Fee (USF, NCF, UWF only)	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.0
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only) Student Affairs Facility Use Fee (FSU only)							
Total Fees	\$53.49	\$53.49	\$53.49	\$53.49	\$53.49	\$53.49	\$53.4
Total Tuition and Fees per Credit Hour	\$193.70	\$193.70	\$193.70	\$193.70	\$193.70	\$193.70	\$193.7
% Change	\$193.70	0.0%	0.0%	0.0%	0.0%	0.0%	0.0
76 Onlange		0.070	0.070	0.070	0.070	0.070	0.0
Fees (block per term):							
Activity & Service							
Health							
Athletic	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.0
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed	\$5.00	\$5.00	¢E 00	¢E 00	¢E 00	₽E 00	¢E C
Total Block Fees per term % Change	\$5.00	0.0%	\$5.00 0.0%	\$5.00 0.0%	\$5.00 0.0%	\$5.00 0.0%	\$5.0 0.0°
J							
Total Tuition for 30 Credit Hours	\$4,206.30	\$4,206.30	\$4,206.30	\$4,206.30		\$4,206.30	\$4,206.3
Total Fees for 30 Credit Hours	\$1,614.70	\$1,614.70	\$1,614.70	\$1,614.70		\$1,614.70	\$1,614.7
Total Tuition and Fees for 30 Credit Hours	\$5,821.00	\$5,821.00	\$5,821.00	\$5,821.00		\$5,821.00	\$5,821.0
\$ Change % Change		\$0.00 0.0%	\$0.00 0.0%	\$0.00 0.0%	\$0.00 0.0%	\$0.00 0.0%	\$0.0 0.09
•							
Out-of-State Fees Out-of-State Undergraduate Fee	\$346.50	\$346.50	\$346.50	\$346.50	\$346.50	\$346.50	\$346.5
Out-of-State Undergraduate Student Financial Aid ³	\$17.32	\$17.32	\$17.32	\$17.32	\$17.32	\$17.32	\$17.3
Total per credit hour	\$363.82	\$363.82	\$363.82	\$363.82	\$363.82	\$363.82	\$363.8
% Change	φ303.62	0.0%	0.0%	0.0%	0.0%	0.0%	0.0
Total Tuition for 30 Credit Hours	\$14,601.30	\$14,601.30	\$14,601.30	\$14 601 20	\$14,601.30	\$14,601.30	\$14,601.3
Total Fees for 30 Credit Hours	\$2,134.30	\$2,134.30	\$2,134.30		\$2,134.30	\$2,134.30	\$2,134.3
Total Tuition and Fees for 30 Credit Hours	\$16,735.60	\$16,735.60	\$16,735.60			\$16,735.60	\$16,735.6
\$ Change	\$10,733.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.0
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.09
Haveing/Dining ⁴	611 451 00	611 454 00	¢11 550 00	¢40,004,00	£40.004.40	£42,400,00	¢42.004.0
Housing/Dining ⁴ \$ Change	\$11,451.60	\$11,451.60	\$11,559.82	. ,	\$12,924.12 \$ 702.82	\$13,402.38 \$478.26	\$13,804.2
\$ Change % Change		\$0.00 0.0%	\$108.22 0.9%	\$661.48 5.7%	\$702.82 5.8%	\$478.26 3.7%	\$401.8 3.0°
_							
	2						
¹ can be no more than 5% of tuition. ² as approved by the Board of Governors.			and the out-of-state and dining plans p				



UNIVERSITY OF SOUTH FLORIDA – ST. PETERSBURG

BOT 6/8/2017 —

DEFINITIONS

Performance Based Funding	
1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) One Year After Graduation	This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours	This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS.
4. Six Year FTIC Graduation Rate	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).
5. Academic Progress Rate 2nd Year Retention with GPA Above 2.0	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).
6. University Access Rate Percent of Undergraduates with a Pell-grant	This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).
7. Bachelor's Degrees within Programs of Strategic Emphasis	This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).



UNIVERSITY OF SOUTH FLORIDA – St. Petersburg

8a. Graduate Degrees within Programs of Strategic Emphasis	This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C).
8b. Freshmen in Top 10% of High School Class Applies to: NCF	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set (C10).
BOG Choice Metrics	
9a. Percent of Bachelor's Degrees Without Excess Hours	This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).
9b. Number of Faculty Awards	This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).
9c. National Ranking for University	This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review.
BOT Choice Metrics	
10a. Percent of R&D Expenditures Funded from External Sources FAMU	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU	This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).



UNIVERSITY OF SOUTH FLORIDA – ST. PETERSBURG

10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU	This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.
10d. Percent of Undergraduate Seniors Participating in a Research Course NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
10e. Number of Bachelor Degrees Awarded Annually UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
10f. Number of Licenses/Options Executed Annually UF	This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida.
10g. Percent of Undergraduate FTE in Online Courses UNF	This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research Univer	Preeminent Research University Funding Metrics					
Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').					
Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.					



UNIVERSITY OF SOUTH FLORIDA – ST. PETERSBURG

Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBFGRADUATION_and_RETENTION_Methodology_FINAL.pdf .
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Science & Engineering Research Expenditures (\$M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures (\$M)	Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size (\$M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



UNIVERSITY OF SOUTH FLORIDA – ST. PETERSBURG

Key Performance Indicators	
Teaching & Learning Metrics	
Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).
Professional/Licensure Exam First-time Pass Rates	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Average Time to Degree for FTIC in 120hr programs	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.
FTIC Graduation Rates In 4 years (or less)	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the same institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.
Adult (Aged 25+) Undergraduates Enrolled Fall term	This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.).
Percent of Bachelor's Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
Percent of Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).



UNIVERSITY OF SOUTH FLORIDA – ST. PETERSBURG

Scholarship, Research & Innovat	tion Metrics
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html.
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A).
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A).

USE Sarasota-Manatee

DRAFT



University of South Florida - Sarasota-Manatee

University Work Plan Presentation for Board of Governors June 2017 Meeting

BOT 6-8-2017

STATE UNIVERSITY SYSTEM of FLORIDA | Board of Governors



UNIVERSITY OF SOUTH FLORIDA – SARASOTA-MANATEE

BOT 6/8/2017

INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' <u>2025 System Strategic Plan</u> is driven by prospective goals and associated metrics that set future benchmarks for the System;
- 2) The Board's <u>Annual Accountability Report</u> provides retrospective tracking with year-over-year and longer time periods for how the System is progressing toward its goals;
- 3) Institutional <u>Work Plans</u> connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of the one-year metric goals. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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UNIVERSITY OF SOUTH FLORIDA – SARASOTA-MANATEE

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MISSION STATEMENT (What is your purpose?)

The University of South Florida Sarasota-Manatee provides high quality bachelor's and graduate-level education and scholarly activity in a personalized learning community that prepares successful leaders and responsible citizens.

VISION STATEMENT (What do you aspire to?)

As a valued member of the USF System, the University of South Florida Sarasota-Manatee will be nationally recognized as a student-centered, research-focused, community-engaged university with significant economic and cultural impact.

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

USF Sarasota-Manatee's primary focus is to provide quality, affordable, bachelor's and master's degrees that address the specific higher education needs. USF Sarasota-Manatee serves its market by offering a mix of classroom and online instruction at times that are convenient to a commuter student population. USF Sarasota-Manatee partners with local businesses, non-profits, and educational institutions to meet the need for quality internship opportunities for students and producing talented graduates for today's global workforce.



UNIVERSITY OF SOUTH FLORIDA – SARASOTA-MANATEE

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STRENGTHS AND OPPORTUNITIES (within 3 years)

What are your core capabilities, opportunities and challenges for improvement?

USF Sarasota-Manatee provides access to a personalized, learning experience that permits students to "learn where they earn." The institution capitalizes on its low student-to-faculty ratio by offering individualized attention from high quality and committed faculty to ensure that students are supported, retained, and successful. As a member of the USF System, USF Sarasota-Manatee benefits from the efficiency of shared resources, a unified brand that yields identity and impact, and the opportunity for collaboration with other USF System institutions – including via tailored 2+2 programs to meet the needs of the Tampa Bay region without unnecessary duplication of programs.

One such example of this is a burgeoning new partnership between USF and USF Sarasota-Manatee in engineering. USF Sarasota-Manatee students complete two years of pre-engineering course work, earning an associate in arts certificate, and then transfer to the USF campus in Tampa to obtain a baccalaureate in engineering. This allows the USF System to serve the growing workforce need for engineers without building another costly engineering program across the Bay. USF Sarasota-Manatee continues to seek similar partnerships across the USF System and with other community partners to increase its profile and serve its mission as a regional institution dedicated to supporting the knowledge economy.

KEY INITIATIVES & INVESTMENTS (within 3 years)

Describe your top \underline{three} key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1 Reach the goals of the USF Sarasota-Manatee 2015-20 Strategic Plan, Focus on Quality 2020: USF Sarasota-Manatee faculty, staff, students, alumni, governance boards, and community representatives selected seven major goals for the Strategic Plan, which aligns with the USF System's guiding principles and SUS goals: (1) Support Student Success, (2) Enhance Campus Life, (3) Engage in Intentional Enrollment Management, (4) Strengthen Teaching & Learning, (5) Promote Scholarly Activity, (6) Maximize Community Engagement, and (7) Cultivate Resources. A broad array of strategies are being implemented to meet the goals of the Strategic Plan and Performance-Based Funding. Of the seven PBF metrics reported in USFSM's 2015-16 Annual Accountability Report, USFSM met or significantly improved on five and has developed further strategies to improve the other two.

2 Expand STEM and Areas of Strategic Emphasis offerings:

USF Sarasota-Manatee's College of Science and Mathematics opened in Fall 2016 with a founding dean, who is deepening the commitment to applied science and mathematics offerings. USF Sarasota-Manatee is pursuing the following key initiatives: (1) expansion of laboratory and research space, (2) enrollment growth in STEM and Areas of Strategic Emphasis, (3) initiation of an Accounting scholarship to attract highly qualified students, and (4) a partnership with the College of Nursing at USF in Tampa to offer seamless admission of biology graduates into a second bachelor's degree in Nursing.



UNIVERSITY OF SOUTH FLORIDA – SARASOTA-MANATEE

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3 Preserve, grow, and diversify USF Sarasota-Manatee resources:

USF Sarasota-Manatee will strategically increase efforts in grant-writing, private fundraising, and public-private partnership development to maximize its resources in order to invest in those areas that will help it advance its Strategic Plan goals, performance-based funding metrics, and other USF System initiatives.



UNIVERSITY OF SOUTH FLORIDA – SARASOTA-MANATEE

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PERFORMANCE BASED FUNDING METRICS (ACTUAL | GOALS) PLANNED CURRENT YEAR

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					19.0%	19.5%	20.0%	20.5%	



UNIVERSITY OF SOUTH FLORIDA – SARASOTA-MANATEE

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9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
60.0%	71.3%	75.4%	71.7%	75.7%	78.0%	80.0%	81.0%	82.0%
				72.9%	76.0%	78.0%	80.0%	

10. BOT Choice: Postdoctoral Appointees

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
0	0	0	0	0	5	5	5	5
				0	5	5	5	

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



UNIVERSITY OF SOUTH FLORIDA – SARASOTA-MANATEE

BOT 6/8/2017 —

KEY PERFORMANCE INDICATORS (ACTUAL | GOALS) PLANNED CURRENT YEAR

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

2013	2014	2015	2016	n BOG's officia 2017	2018	2019	2020	2021
						•		
Freshme	en in Top 10	% of High S	School Class					
Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 202
	12%	30%	26%	29%	30%	31%	32%	33%
				26%	27.0%	28.0%	29.0%	
Professi	ional Licens	ure & Certi	fication Exa	m Pass Rate	s Above Be	nchmarks		
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-2
	•	•						
Time to	Degree for	FTICs in 12	Ohr progran	ıs				
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-2
•	•	•		•	4.2	4.2	4.2	4.2
				•	4.2	4.2	4.2	
Four-Ye	ear FTIC Gra	aduation Ra	tes [full-time s	students only]				
2008-12	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-2
				·	35%	36%	38%	40%
				·	35.0%	36.0%	37.0%	
Bachelo	r's Degrees	Awarded [F	irst Majors On	ly]				
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-2
514	556	490	474	464	442	457	473	497
				495	512	530	549	
Gradua	te Degrees A	Awarded [Fir	rst Majors Only	7]				
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-2
72	60	55	50	53	73	76	78	82
				52	54	55	57	
Bachelo	r's Degrees	Awarded to	African-Ar	nerican & H	lispanic Stu	dents		
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-2
17%	18%	15%	24%	21%	21%	22%	23%	24%
				23%	24%	25.1%	26%	
				/ 1/0				



UNIVERSITY OF SOUTH FLORIDA – SARASOTA-MANATEE

BOT 6/8/2017 —

9. Percentage of Adult (Aged 25+) Undergraduates Enrolled

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
59%	55%	51%	48%	44%	43%	43%	42%	42%
				49.7%	49.0%	48.0%	47.0%	
10. Percen	t of Underg	raduate FTE	in Online	Courses				
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
45%	49%	50%	49%	52%	53%	55%	55%	55%
				52.4%	52.7%	52.9%	53.1%	
11. Percen	t of Bachelo	r's Degrees	in STEM &	Health				
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
5%	17%	14%	19%	15%	19%	22%	25%	28%
				20%	21.1%	22.1%	23.0%	
12. Percen	t of Gradua	te Degrees i	n STEM & l	Health				
				2015 10	2046 47	2017-18	2018-19	0040.00
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-10	2010-19	2019-20
2011-12 0.0%	2012-13 0.0%	0.0%	2014-15 0.0%	0.0%	0.0%	0.0%	0.0%	0.0%



UNIVERSITY OF SOUTH FLORIDA – SARASOTA-MANATEE

BOT 6/8/2017

KEY PERFORMANCE INDICATORS (ACTUAL | GOALS) PLANNED CURRENT YEAR

Institution Specific Goals (optional)

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

	Fall								
	2012	2013	2014	2015	2016	2017	2018	2019	2020
% of Non-White Faculty & Staff	14%	14%	18%	19%	20%	20%	20%	21%	21%
					19%	20%	20%	21%	
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
% of Hispanic & African American Students	19%	19%	20%	20%	19%	22%	23%	24%	25%
					21%	22%	23%	24%	

UNIVERSITY OF SOUTH FLORIDA – SARASOTA-MANATEE

BOT 6/8/2017

ENROLLMENT PLANNING (ACTUAL | *PLAN*)

Planned Headcount Enrollment by Student Type (for all students at all campuses)

	FALL 2012 ACTUAL	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 PLAN	FALL 2018 <i>PLAN</i>	FALL 2019 <i>PLAN</i>	FALL 2020 <i>PLAN</i>
UNDERGRADUATE									
FTIC (Regular Admit)	30	109	195	268	315	335	352	372	394
FTIC (Profile Admit)	0	0	1	3	6	3	3	3	4
FCS AA Transfers	918	826	789	781	737	770	809	853	904
Other AA Transfers	181	169	155	159	159	166	174	184	195
Post-Baccalaureates	0	0	152	127	137	143	150	159	168
Other Undergraduates	583	567	400	419	440	460	483	509	540
Subtotal	1,712	1,671	1,692	1,757	1,794	1,878	1,972	2,080	2,205
GRADUATE									
Master's	140	128	120	174	178	186	195	206	218
Research Doctoral									
Professional Doctoral									
Subtotal	140	128	120	174	178	186	195	206	218
UNCLASSIFIED									
H.S. Dual Enrolled									
Other ¹	100	88	105	113	108	114	120	126	134
Subtotal	100	88	105	113	108	114	120	126	134
TOTAL	1,952	1,887	1,917	2,044	2,080	2,178	2,287	2,412	2,557

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2016 Data Administrator Workshop and matches the 2015-16 Accountability Report (Table 3A). The change improves how post-baccalaureate undergraduate students are counted. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction (for all students at all campuses)

	2011-12 ACTUAL	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN
UNDERGRADUATE									
Distance (80-100%)	669	726	721	743	878	919	1,003	1,068	1,143
Hybrid (50-79%)	46	46	62	33	8	8	18	19	21
Classroom (0-50%)	764	709	663	743	787	818	803	854	914
Subtotal	1,479	1,481	1,446	1,519	1,673	1,745	1,824	1,942	2,078
GRADUATE									
Distance (80-100%)	29	30	31	45	51	54	59	63	68
Hybrid (50-79%)	5	5	6	6	2	2	5	6	6
Classroom (0-50%)	118	98	97	78	110	113	98	104	112
Subtotal	152	133	134	129	163	169	163	173	186

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Classroom/Traditional**, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element 2052.



UNIVERSITY OF SOUTH FLORIDA – SARASOTA-MANATEE

BOT 6/8/2017

ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

									Planned Annual
	2015-16 ACTUAL	2016-17 ESTIMATE	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN	Growth Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	393	455	482	514	550	591	638	692	7.5%
UPPER	1,161	1,146	1,211	1,289	1,379	1,483	1,602	1,738	7.5%
GRAD I	145	141	144	154	164	177	191	207	7.5%
GRAD II	0	0	0	0	0	0	0	0	
TOTAL	1,699	1,742	1,837	1,956	2,093	2,250	2,430	2,637	7.5%
NON RESIDENT									
LOWER	31	34	36	38	41	44	47	51	7.5%
UPPER	54	57	60	64	69	74	80	87	7.5%
GRAD I	15	13	13	14	15	16	18	19	7.5%
GRAD II	0	0	0	0	0	0	0	0	
TOTAL	100	104	110	117	125	134	145	157	7.5%
TOTAL									
LOWER	424	489	518	552	590	635	686	744	7.5%
UPPER	1,215	1,203	1,271	1,353	1,448	1,557	1,681	1,824	7.5%
GRAD I	160	154	158	168	180	193	208	226	7.5%
GRAD II	0	0	0	0	0	0	0	0	
TOTAL	1,799	1,846	1,946	2,073	2,218	2,384	2,575	2,794	7.5%
NOT STATE FUNDA	ABLE								
LOWER	6	10	11	12	13	14	15	16	7.5%
UPPER	27	19	24	25	27	29	31	34	7.5%
GRAD I	2	0	5	6	6	6	7	8	7.5%
GRAD II	0	0	0	0	0	0	0	0	7.5%
TOTAL	35	29	40	43	46	49	53	58	7.5%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2022-23 value divided by the 2017-18 value) to the (1/5) exponent minus one.



UNIVERSITY OF SOUTH FLORIDA – SARASOTA-MANATEE

BOT 6/8/2017

ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2017-18

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2016 Work Plan list for programs under consideration for 2017-18.

			OTHER	OFFERED VIA		PROPOSED
		AREA OF	UNIVERSITIES	DISTANCE	PROJECTED	DATE OF
	CIP CODE	STRATEGIC	WITH SAME	LEARNING	ENROLLMENT	SUBMISSION
PROGRAM TITLES	6-digit	EMPHASIS	PROGRAM	IN SYSTEM	in 5th year	TO UBOT
BACHELOR'S PROGRAMS						
BS Risk Management/Insurance	52.1701	GAP	FSU	0%	25	Spring 2019
(USFSM)	52.1701	ANALYSIS	F3U	U /6		Spring 2018

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

N/A

DOCTORAL PROGRAMS

N/A

New Programs For Consideration by University in 2018-19

These programs will be used in the 2017 Work Plan list for programs under consideration for 2018-20.

These programs will be used in th	C 2017 VVO	ik i idii iist ii	or programs under	CONSIDERATION 101 2	.010-20.	
			OTHER	OFFERED VIA		PROPOSED
		AREA OF	UNIVERSITIES	DISTANCE	PROJECTED	DATE OF
	CIP CODE	STRATEGIC	WITH SAME	LEARNING	ENROLLMENT	SUBMISSION
PROGRAM TITLES	6-digit	EMPHASIS	PROGRAM	IN SYSTEM	in 5th year	TO UBOT
BACHELOR'S PROGRAMS						
Management Science (USFSM)	52.1301	STEM	UF	0%	25	Spring 2019
MASTER'S, SPECIALIST AND OT	HER ADVA	NCED MAS	TER'S PROGRAMS	5		
Diology/Diological Coloneas			FAMU, FAU,			
Biology/Biological Sciences,	26.0101	STEM	FIU, FSU, UCF,	0%	25	Spring 2019
General (USFSM)			UNF, UWF			

DOCTORAL PROGRAMS

N/A

BOT 6/8/2017 -

UNIVERSITY REVENUES

University Revenues (in Millions of Dollars)

EDUCATION & CENEDAL	2015-16	2016-17
EDUCATION & GENERAL	Actual	Estimates
Main Operations		
State Funds	\$ 15.80	\$ 17.24
Tuition	\$ 9.10	\$ 9.59
SUBTOTAL	\$ 24.90	\$ 26.83
EDUCATION & GENERAL TOTAL REVENUES	\$ 24.90	\$ 26.83

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report).

OTHER BUDGET ENTITIES

OTHER BUDGET ENTITIES TOTAL REVENUES	\$ 4.1	\$ 3.32
Faculty Practice Plans	\$0	\$0
Local Funds	\$1.30	\$1.28
Contracts & Grants	\$0.20	\$0.27
Auxiliary Enterprises	\$2.60	\$1.77



UNIVERSITY OF SOUTH FLORIDA – SARASOTA-MANATEE

BOT 6/8/2017

UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: USF Sarasota-Manatee

Undergraduate Students	Actual			Projected			
Undergraduate Students	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Tuition:	Į.						
Base Tuition - (0% inc. for 2016-17 to 2019-20)	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.0
Tuition Differential ⁵	\$35.14	\$35.14	\$35.14	\$35.14	\$35.14	\$35.14	\$35.1
Total Base Tuition & Differential per Credit Hour	\$140.21	\$140.21	\$140.21	\$140.21	\$140.21	\$140.21	\$140.2
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0
Fees (per credit hour):	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.2
Student Financial Aid ¹	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.7
Capital Improvement ²	\$20.19	\$20.19	\$20.19	\$20.19	\$20.19	\$20.19	\$20.
Activity & Service	\$4.03	\$4.03	\$4.03	\$4.03	\$4.03	\$4.03	\$4.
Health	\$4.23	\$4.23	\$4.23	\$4.23	\$4.23	\$4.23	\$4.
Athletic	*=-	*	*	*	*=-	*	*
Transportation Access	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.
Technology ¹							
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Fees	\$45.71	\$45.71	\$45.71	\$45.71	\$45.71	\$45.71	\$45
Total Tuition and Fees per Credit Hour	\$185.92	\$185.92	\$185.92	\$185.92	\$185.92	\$185.92	\$185
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0
Activity & Service Health Athletic Transportation Access Marshall Center Fee (USF only) Student Affairs Facility Use Fee (FSU only)	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5
List any new fee proposed							
Total Block Fees per term	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.
Total Tuition for 30 Credit Hours	\$4,206.30	\$4,206.30	\$4,206.30	\$4,206.30	\$4,206.30	\$4,206.30	\$4,206
Total Fees for 30 Credit Hours	\$1,381.30	\$1,381.30	\$1,381.30	\$1,381.30	\$1,381.30	\$1,381.30	\$1,381
Total Tuition and Fees for 30 Credit Hours	\$5,587.60	\$5,587.60	\$5,587.60	\$5,587.60	\$5,587.60	\$5,587.60	\$5,587
\$ Change	, , , , , , , , , , , , , , , , , , , ,	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.
Dut of Otata Face							
Dut-of-State Fees Dut-of-State Undergraduate Fee	\$346.50	\$346.50	\$346.50	\$346.50	\$346.50	\$346.50	\$346
Out-of-State Undergraduate Fee Out-of-State Undergraduate Student Financial Aid ³	\$17.32	\$17.32	\$17.32	\$17.32	\$17.32	\$17.32	\$340 \$17
Total per credit hour	\$363.82	\$363.82	\$363.82	\$363.82	\$363.82	\$363.82	\$363
% Change	Ψ000.02	0.0%	0.0%	0.0%	0.0%	0.0%	0.
		******			*	*******	*****
Total Tuition for 30 Credit Hours	\$14,601.30	\$14,601.30	\$14,601.30		\$14,601.30		\$14,601
Fotal Fees for 30 Credit Hours Fotal Tuition and Fees for 30 Credit Hours	\$1,900.90	\$1,900.90	\$1,900.90	\$1,900.90	· ,	\$1,900.90	\$1,900 \$16.502
S Change	\$16,502.20	\$16,502.20 \$0.00	\$16,502.20 \$0.00	\$16,502.20	\$16,502.20 \$0.00	\$16,502.20 \$0.00	\$16,502 \$0
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	90 0.0
				2.170			
Housing/Dining ⁴ \$ Change		N/A	N/A	N/A	N/A	N/A	N/A
% Change	_		N/A	N/A	N/A		N/A

 $^{^{\}mbox{\scriptsize 1}}$ can be no more than 5% of tuition.

 $^{^{\}rm 3}$ can be no more than 5% of tuition and the out-of-state fee.

 $^{^{\}rm 2}$ as approved by the Board of Governors.

 $^{^4}$ combine the most popular housing and dining plans provided to students 5 report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.



UNIVERSITY OF SOUTH FLORIDA – SARASOTA-MANATEE

BOT 6/8/2017 —

DEFINITIONS

Performance Based Funding	
1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) One Year After Graduation	This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 40). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours	This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS.
4. Six Year FTIC Graduation Rate	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).
5. Academic Progress Rate 2nd Year Retention with GPA Above 2.0	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).
6. University Access Rate Percent of Undergraduates with a Pell-grant	This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).
7. Bachelor's Degrees within Programs of Strategic Emphasis	This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).



UNIVERSITY OF SOUTH FLORIDA – SARASOTA-MANATEE

8a. Graduate Degrees within Programs of Strategic Emphasis	This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C).
8b. Freshmen in Top 10% of High School Class Applies to: NCF	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set (C10).
BOG Choice Metrics	
9a. Percent of Bachelor's Degrees Without Excess Hours	This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).
9b. Number of Faculty Awards	This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).
9c. National Ranking for University	This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review.
BOT Choice Metrics	
10a. Percent of R&D Expenditures Funded from External Sources FAMU	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU	This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).



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10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU	This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.
10d. Percent of Undergraduate Seniors Participating in a Research Course NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
10e. Number of Bachelor Degrees Awarded Annually UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
10f. Number of Licenses/Options Executed Annually UF	This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida.
10g. Percent of Undergraduate FTE in Online Courses UNF	This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics						
Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').					
Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.					



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Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.
Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBFGRADUATION_and_RETENTION_Methodology_FINAL.pdf .
National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report.
The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



UNIVERSITY OF SOUTH FLORIDA – SARASOTA-MANATEE

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Key Performance Indicators	
Teaching & Learning Metrics	
Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).
Professional/Licensure Exam First-time Pass Rates	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Average Time to Degree for FTIC in 120hr programs	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.
FTIC Graduation Rates In 4 years (or less)	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.
Adult (Aged 25+) Undergraduates Enrolled Fall term	This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.).
Percent of Bachelor's Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
Percent of Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).



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Scholarship, Research & Innovat	ion Metrics
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html.
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A).
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A).

DRAFT



University of South Florida - Tampa

University Work Plan Presentation for Board of Governors June 2017 Meeting

BOT 6-8-2017

STATE UNIVERSITY SYSTEM of FLORIDA Board of Governors



UNIVERSITY OF SOUTH FLORIDA - TAMPA

BOT 6/8/2017

INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' <u>2025 System Strategic Plan</u> is driven by prospective goals and associated metrics that set future benchmarks for the System;
- 2) The Board's <u>Annual Accountability Report</u> provides retrospective tracking with year-over-year and longer time periods for how the System is progressing toward its goals;
- 3) Institutional <u>Work Plans</u> connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of the one-year metric goals. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

The University of South Florida's mission is to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment.

VISION STATEMENT (What do you aspire to?)

The University of South Florida is a global research university dedicated to student success and positioned for membership in the Association of American Universities (AAU).

As Florida's leading metropolitan research university, USF is dedicated to:

- Student access, learning, and success through a vibrant interdisciplinary, and learner-centered research environment incorporating a global curriculum.
- Research and scientific discovery to strengthen the economy, promote civic culture and the arts, and
 design and build sustainable communities through the generation, dissemination, and translation of
 new knowledge across all academic and health-related disciplines.
- Partnerships to build significant locally- and globally-integrated university-community collaborations through sound scholarly and artistic activities and technological innovation.
- A sustainable economic base to support USF's continued academic advancement.

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

As a Carnegie-classified Doctoral Research University, Highest Research Activity, USF attracts students and faculty of the highest caliber. Designated as an Emerging Preeminent university in 2016, USF continues its forward progress towards meeting criteria for Preeminence and developing a profile consistent with that of AAU institutions. We do this by maintaining a laser-like focus on our strategic goals of student success, research and innovation, and partnerships, at the regional, national and global levels.

USF's strategy is driven by its commitment to accountability and with guidance from both our own strategic plan and the State University System of Florida Board of Governors' (BOG) Strategic Plan. The resulting roadmap, which is informed through benchmarking ourselves against both current and aspirational peers, guides us as we balance our priorities, allowing us to realize improvements in both performance-based funding and preeminence criteria, which in turn, elevates our profile as we strive to be positioned for AAU eligibility. USF was recently ranked by *The Times Higher Education* 8th among American public and private "Golden Age Universities," the first ranking solely focused on higher education institutions founded between 1945 and 1966.



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The USF Board of Trustees and university leadership use a detailed planning, performance, and accountability matrix, to continuously track performance and align resources with strategies that can most effectively expand educational access, student success, innovative and impactful research, and both local and global partnerships. Through a clear focus on planning and the tracking of performance, with an expectation of accountability, informed resource allocation assures that maximum impact is achieved.

USF is steadfastly committed to student success evident in our recent recognition by *The Education Trust* as the No. 1 University in Florida, and No. 6 in the nation for Black Student Success, as demonstrated through the elimination of the completion gap between black and white students. Equally important is our focus on ensuring that all of our students are well prepared to compete in today's competitive and fast-paced workplace environment, a commitment underscored by the fact that USF leads the SUS in the percentage of students employed or continuing their education one year after graduation and in the percentage of students (undergraduate and graduate) earning a degree in areas of strategic emphasis. USF continues to strengthen its career preparedness initiatives and our efforts toward meeting the Ready, Set, Work challenge put forth last year by our Governor including the expansion of required and optional experiential learning and internship opportunities and additional career fairs (employer participation up an average of 63 percent and student participation up an average of 27 percent).

USF is also working to meet the growing workforce needs in health care through the establishment of strategic partnerships with the health care community. Last fall, the Morsani College of Medicine brought in its strongest student cohort to date, with an average MCAT score of 34, placing it in the top quintile of all medical schools in the country. The education of our medical students, as well as students across healthcare, including those in pharmacy, public health and nursing, will be enhanced through the new Morsani College of Medicine and USF Heart Health Institute in downtown Tampa which is progressing as planned. As part of the re-envisioned Channelside District, the new facility will create opportunities for unprecedented research, education and healthcare synergies and collaborations with health professionals throughout Tampa's metropolitan core and at USF's main teaching hospital, Tampa General Hospital.

In addition to increased research opportunities afforded through these new partnerships, USF continues to perform groundbreaking research and innovation aligning with our designation by the National Science Foundation as an Innovation Corps (I-Corps) site, one of only 36 sites nationally, and only the second in Florida. In 2016 USF registered 105 new patents, 133 licenses and options, and nine new startup companies. Furthermore, the USF Tampa Bay Technology Incubator is now home to over 60 companies, with a combined \$73.2M in funding, \$37.1M in sales, and has created over 230 jobs.

These accomplishments are noteworthy and highlight our continuous improvements in both performance funding and preeminence criteria, attesting to the balanced dedication of USF's faculty, staff, and leadership to the teaching, research, and public service missions of the institution.



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STRENGTHS AND OPPORTUNITIES (within 3 years)

What are your core capabilities, opportunities and challenges for improvement?

One of USF's core strengths is its ability to remain agile and adapt quickly to the evolving needs of its students and other key stakeholders, including our community, state leaders, and the Board of Governors. USF continually seeks new opportunities to improve and to innovate. One example of this is USF's use of predictive analytics, to help identify students in need of additional support from our cross-functional Care Team. By reviewing real-time individual student data, USF can preemptively engage with students long before impacting their path to graduation.

Our world-class faculty and students are engaged in groundbreaking research on a daily basis that aims to address our most pervasive problems and to create a growing economy for Tampa Bay, the state, and the nation. This commitment allows USF to continue to be one of the most productive research universities in Florida, which helped lead to our being recognized by the Florida Legislature, the Governor, and the Board of Governors through the designation of USF as an Emerging Preeminent institution in 2016.

We appreciate the opportunity to present the strategies that will allow us to continue to make progress towards meeting the preeminence designation that reflects USF's research mission, along with the strategies that allow us to continue our focus on meeting PBF goals and continue our commitment to undergraduate student access and success.

Our challenge remains our ability to sustain momentum in student success and research productivity as we continue to optimize budget efficiencies.



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KEY INITIATIVES & INVESTMENTS (within 3 years)

Describe your top <u>three</u> key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1 Graduate well-educated global citizens through a continued commitment to student success. USF remains dedicated to the success of our students and is committed to providing unfettered access to highquality, competitive, relevant and globally informed academic programs and experiential learning opportunities that prepare students to successfully compete in today's rapidly changing workplace. This commitment is supported by our efforts to continuously refine and advance student success through proactive advising, research opportunities at every level, and a career-readiness model that focuses on realworld experience and developing deliberate curriculum to career pathways. USF will continue to invest in predictive analytics to better monitor students' academic performance, and ensure that they are on a timely path to graduation. Enhancing the rigor, relevance, and coherence of general education together with a more fully integrating high impact practices (including internships, undergraduate research, and education abroad) remains a high priority. USF continues to advance its global focus through our Quality Enhancement Plan (QEP) engaging faculty, students, and staff throughout the university. The QEP works to enhance curriculum across USF with global, cross-cultural perspectives and to ensure that every student has an opportunity for a global experience - whether through a technology-enabled global classroom, a study abroad experience, or meaningful interactions with international students and cultures. Additionally, in alignment with the Florida Board of Governors' 2025 Strategic Plan for Online Education, USF is committed to expanding the portfolio of online offerings to increase access to higher education, helping to create a strong workforce and to attract businesses that provide the high-skill, high-wage jobs that drive today's economy. Designing ways in which technology and media-rich online delivery can increase student success (course completion, retention, and graduation) through engaged learning (e.g. gamification, etc.). And, finally, USF continues to create greater mobility (completing coursework on mobile devices, anytime, anywhere).



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2 Produce high-impact research and innovation that will change lives for the better, improve health, and foster positive societal change. USF has intensified its efforts to recruit and retain world-class, research productive faculty talent with an emphasis on nationally and globally prominent faculty. This effort focuses on strategic areas of faculty hiring that will offer the greatest reputational, impactful, and scientific return on investment.

As a Carnegie-classified Doctoral Research University, USF launched a new vision for research through the development of the USF System Research Strategic Plan. This five-year plan is driven by our mission to create new knowledge and solutions for global problems while preparing students to become the next generation of researchers and leaders, able to serve the needs of society and focuses on brain and spinal cord, data science, heart health, security, water, and research translation.

As a critical part of the USF educational experience USF continues to place a high priority on undergraduate research; a proven benefit that provides students with a deeper understanding of their discipline, experience in working collaboratively across disciplines, applied knowledge and critical high-demand skills such as real-world problem solving and communication.

As part of its balanced commitment to student success, research, and innovation, USF has established the Department of Medical Engineering, with faculty from both the College of Engineering and the Morsani College of Medicine working jointly on innovative educational programs. In addition to fostering translational, impactful research, the department will house USF's graduate programs in medical engineering and an undergraduate biomedical engineering degree program. Biomedical engineering is a career field showing above average growth across the country. This environment will foster innovative solutions that save lives and improve the quality of health care.

3 Create new partnerships, seek new efficiencies, and cultivate opportunities that will maintain USF's position as a highly effective economic engine for Florida. USF's partnerships, research and innovation efforts continue to strengthen the Tampa Bay region and Florida economy. USF will continue to "raise our game" as we compete for external funding and explore innovative pathways to take our discoveries to the marketplace. USF also remains committed to a transparent and collaborative process for all stakeholders and maximum efficiency in the use of its resources.

USF is steadfast in its commitment to establish meaningful partnerships throughout the community. In fall 2017, USF will open The Village, the largest campus housing project in USF history and the largest public-private partnership in the history of the SUS. This new student living and learning district will accommodate 2,000 more USF students to live on campus, with direct access to wellness facilities, study halls, new dining options, and a Publix grocery store. The Village will enhance the student experience at USF, and create an environment where students can live and learn, most effectively.



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PERFORMANCE BASED FUNDING METRICS (ACTUAL | GOALS) PLANNED CURRENT YEAR

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
		64.9%	65.8%	69.6%	70.0%	73.0%	75.0%	77.0%
				66.8%	70.0%	72.0%	74.0%	
2. Median	Wages of Ba	chelor's Gra	aduates Em	oloyed Full-	time [within	one-year, anyw	where in the Na	ition]
2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
\$33,200	\$34,700	\$35,300	\$36,500	\$38,000	\$38,500	\$39,000	\$39,500	\$40,700
				\$37,000	\$37,500	\$38,000	\$38,500	
3. Average	Cost to the	Student [Net	Tuition & Fees	s per 120 Credi	t Hours for Res	sident Undergr	aduates]	
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
				at the USF Sy				
1 FTIC Siv	-Year Gradu	ration Rate						
2006-12	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20
56.0%	62.5%	66.6%	68.1%	67.3%				
(+1%)	(+1%)	(+1%)	(+1%)	(+1%)	71.0%	73.0%	75.0%	77.0%
				66.3%	70.0%	72.0%	74.0%	
5. Academi	c Progress R	Rate [Second Y	ear Retention	Rate with At L	east a 2.0 GPA]			
5. Academi 2011-12	c Progress F	Cate [Second Y	ear Retention 2014-15	Rate with At Lo	east a 2.0 GPA] 2016-17	2017-18	2018-19	2019-20
2011-12 85.0%	2012-13 86.4%	2013-14 86.7%	2014-15 85.6%	2015-16 87.9%	2016-17	2017-18		
2011-12	2012-13	2013-14	2014-15	2015-16 87.9% (+0.1%)	2016-17 88.0%	2017-18 89.0%	90.0%	2019-20 90.0%
2011-12 85.0%	2012-13 86.4%	2013-14 86.7%	2014-15 85.6%	2015-16 87.9%	2016-17	2017-18		
2011-12 85.0% (+0.3%)	2012-13 86.4% (+0.2%)	2013-14 86.7% (+0.3%)	2014-15 85.6% (+1.5%)	2015-16 87.9% (+0.1%) 86.5%	2016-17 88.0% 87.5%	2017-18 89.0% 88.5%	90.0%	
2011-12 85.0% (+0.3%)	2012-13 86.4% (+0.2%)	2013-14 86.7% (+0.3%) or's Degree	2014-15 85.6% (+1.5%)	2015-16 87.9% (+0.1%) 86.5% within Prog	2016-17 88.0% 87.5% rams of Stra	2017-18 89.0% 88.5%	90.0% 90.0% asis	90.0%
2011-12 85.0% (+0.3%)	2012-13 86.4% (+0.2%) ge of Bachel 2012-13	2013-14 86.7% (+0.3%) or's Degree 2013-14	2014-15 85.6% (+1.5%) s Awarded 2014-15	2015-16 87.9% (+0.1%) 86.5% within Prog 2015-16	2016-17 88.0% 87.5% rams of Stra 2016-17	2017-18 89.0% 88.5% ategic Emph 2017-18	90.0% 90.0% asis 2018-19	90.0%
2011-12 85.0% (+0.3%)	2012-13 86.4% (+0.2%)	2013-14 86.7% (+0.3%) or's Degree	2014-15 85.6% (+1.5%)	2015-16 87.9% (+0.1%) 86.5% within Prog	2016-17 88.0% 87.5% rams of Stra	2017-18 89.0% 88.5%	90.0% 90.0% asis	90.0%
2011-12 85.0% (+0.3%) 6. Percenta 2011-12 50.2%	2012-13 86.4% (+0.2%) ge of Bachel 2012-13 51.7%	2013-14 86.7% (+0.3%) or's Degree 2013-14 53.5%	2014-15 85.6% (+1.5%) S Awarded 2014-15 56.6%	2015-16 87.9% (+0.1%) 86.5% within Prog 2015-16 62.0% 57.0%	2016-17 88.0% 87.5% rams of Stra 2016-17 62.0%	2017-18 89.0% 88.5% ategic Emph 2017-18 62.0%	90.0% 90.0% asis 2018-19 63.0%	90.0% 2019-20 63.0%
2011-12 85.0% (+0.3%) 6. Percenta 2011-12 50.2%	2012-13 86.4% (+0.2%) ge of Bachel 2012-13 51.7%	2013-14 86.7% (+0.3%) or's Degree 2013-14 53.5%	2014-15 85.6% (+1.5%) s Awarded v 2014-15 56.6%	2015-16 87.9% (+0.1%) 86.5% within Prog 2015-16 62.0% 57.0%	2016-17 88.0% 87.5% rams of Stra 2016-17 62.0% 57.0%	2017-18 89.0% 88.5% ttegic Emph 2017-18 62.0%	90.0% 90.0% asis 2018-19 63.0% 57.0%	90.0% 2019-20 63.0%
2011-12 85.0% (+0.3%) 6. Percenta 2011-12 50.2% 7. Universi FALL 2011	2012-13 86.4% (+0.2%) ge of Bachel 2012-13 51.7% ty Access Ra FALL 2012	2013-14 86.7% (+0.3%) Or's Degree 2013-14 53.5% Ate [Percent of FALL 2013	2014-15 85.6% (+1.5%) S Awarded 2014-15 56.6% Undergraduat FALL 2014	2015-16 87.9% (+0.1%) 86.5% within Prog 2015-16 62.0% 57.0% es with a Pell g	2016-17 88.0% 87.5% rams of Stra 2016-17 62.0% 57.0%	2017-18 89.0% 88.5% ategic Emph 2017-18 62.0% 57.0%	90.0% 90.0% asis 2018-19 63.0% 57.0%	90.0% 2019-20 63.0% FALL 2019
2011-12 85.0% (+0.3%) 6. Percenta 2011-12 50.2%	2012-13 86.4% (+0.2%) ge of Bachel 2012-13 51.7%	2013-14 86.7% (+0.3%) or's Degree 2013-14 53.5%	2014-15 85.6% (+1.5%) s Awarded v 2014-15 56.6%	2015-16 87.9% (+0.1%) 86.5% within Prog 2015-16 62.0% 57.0% es with a Pell g FALL 2015 40.9%	2016-17 88.0% 87.5% rams of Stra 2016-17 62.0% 57.0% grant] FALL 2016 40.0%	2017-18 89.0% 88.5% tegic Emph 2017-18 62.0% 57.0% FALL 2017 40.0%	90.0% 90.0% asis 2018-19 63.0% 57.0% FALL 2018 40.0%	90.0% 2019-20 63.0%
2011-12 85.0% (+0.3%) 6. Percenta 2011-12 50.2% 7. Universi FALL 2011	2012-13 86.4% (+0.2%) ge of Bachel 2012-13 51.7% ty Access Ra FALL 2012	2013-14 86.7% (+0.3%) Or's Degree 2013-14 53.5% Ate [Percent of FALL 2013	2014-15 85.6% (+1.5%) S Awarded 2014-15 56.6% Undergraduat FALL 2014	2015-16 87.9% (+0.1%) 86.5% within Prog 2015-16 62.0% 57.0% es with a Pell g	2016-17 88.0% 87.5% rams of Stra 2016-17 62.0% 57.0%	2017-18 89.0% 88.5% ategic Emph 2017-18 62.0% 57.0%	90.0% 90.0% asis 2018-19 63.0% 57.0%	90.0% 2019-20 63.0% FALL 2019
2011-12 85.0% (+0.3%) 6. Percenta 2011-12 50.2% 7. Universi FALL 2011 42.2%	2012-13 86.4% (+0.2%) ge of Bachel 2012-13 51.7% ty Access Ra FALL 2012 42.4%	2013-14 86.7% (+0.3%) or's Degree 2013-14 53.5% ate [Percent of FALL 2013 42.5%	2014-15 85.6% (+1.5%) S Awarded 2 2014-15 56.6% Undergraduat FALL 2014 42.8%	2015-16 87.9% (+0.1%) 86.5% within Prog 2015-16 62.0% 57.0% es with a Pell g FALL 2015 40.9%	2016-17 88.0% 87.5% rams of Stra 2016-17 62.0% 57.0% rant] FALL 2016 40.0%	2017-18 89.0% 88.5% ttegic Emph 2017-18 62.0% 57.0% FALL 2017 40.0%	90.0% 90.0% asis 2018-19 63.0% 57.0% FALL 2018 40.0%	90.0% 2019-20 63.0% FALL 2019
2011-12 85.0% (+0.3%) 6. Percenta 2011-12 50.2% 7. Universi FALL 2011 42.2%	2012-13 86.4% (+0.2%) ge of Bachel 2012-13 51.7% ty Access Ra FALL 2012	2013-14 86.7% (+0.3%) or's Degree 2013-14 53.5% ate [Percent of FALL 2013 42.5%	2014-15 85.6% (+1.5%) S Awarded 2 2014-15 56.6% Undergraduat FALL 2014 42.8%	2015-16 87.9% (+0.1%) 86.5% within Prog 2015-16 62.0% 57.0% es with a Pell g FALL 2015 40.9%	2016-17 88.0% 87.5% rams of Stra 2016-17 62.0% 57.0% rant] FALL 2016 40.0%	2017-18 89.0% 88.5% ttegic Emph 2017-18 62.0% 57.0% FALL 2017 40.0%	90.0% 90.0% asis 2018-19 63.0% 57.0% FALL 2018 40.0%	90.0%
2011-12 85.0% (+0.3%) 6. Percenta 2011-12 50.2% 7. Universi FALL 2011 42.2%	2012-13 86.4% (+0.2%) ge of Bachel 2012-13 51.7% ty Access Ra FALL 2012 42.4%	2013-14 86.7% (+0.3%) or's Degree 2013-14 53.5% ate [Percent of FALL 2013 42.5%	2014-15 85.6% (+1.5%) s Awarded v 2014-15 56.6% Undergraduat FALL 2014 42.8%	2015-16 87.9% (+0.1%) 86.5% within Prog 2015-16 62.0% 57.0% es with a Pell g FALL 2015 40.9% 40.0%	2016-17 88.0% 87.5% rams of Strate 2016-17 62.0% 57.0% grant] FALL 2016 40.0% 40.0%	2017-18 89.0% 88.5% ttegic Emph 2017-18 62.0% 57.0% FALL 2017 40.0% 40.0%	90.0% 90.0% asis 2018-19 63.0% 57.0% FALL 2018 40.0%	90.0% 2019-20 63.0% FALL 2019 40.0%



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9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
52.0%	56.6%	62.8%	65.1%	75.5%	77.0%	78.0%	79.0%	80.0%
				67.5%	70.0%	72.5%	75.0%	

10. BOT Choice: Postdoctoral Appointees

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
293	304	289	321	300	277	267	260	260
				298	277	285	290	

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



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PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (ACTUAL | GOALS) PLANNED CURRENT YEAR

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
3.9	4	4	4.1	4.1	4.1	4.1	4.1	4.1
1210	1200	1197	1223	1226	1280	1282	1285	1290
				4.1	4.05	4.075	4.10	
				1220	1222	1224	1226	
. Public U	niversity N	ational Ran	king [Top50 r	ankings based	on BOG's offic	rial list of publi	cations	
2013	2014	2015	2016	2017	2018	2019	2020	2021
	1	3	4	4	5	5	5	5
				5	5	5	5	
. Freshma	n Retention	Rate [Full-tii	me students as	reported to IP	EDS1			
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
87%	89%	89%	88%	90%	91%	92%	93%	93%
				90%	91%	92%	93%	
6-vear C	raduation R	ate [Full-time	o etudonte se re			3270	3370	•
2006-12	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20
56.0%	62.5%	66.6%	68.1%	67.3%	71.0%	73.0%	75.0%	77.0%
				66.5	70.0%	72.0%	74.0%	•
. National	Academy N	Membership	os					
2013	2014	2015	2016	2017	2018	2019	2020	2021
2013 3	2014 6	2015 9	2016 8	2017 11	2018 10	2019 10	2020 10	2021 10
3	6	9	8	11 9	10	10	10	
3	6		8	11 9	10	10	10	
3 5. Science	6 & Engineeri	9 ing Research	8 n Expenditu	11 9 res (\$M)	10	10	10	
3 5. Science 2011-12	6 & Engineeri 2012-13	9 ing Research 2013-14	8 n Expenditu 2014-15	11 9 res (\$M) 2015-16 \$448	10 10 2016-17 \$427	10 10 2017-18 \$434	10 10 2018-19 \$440	2019-20
3 5. Science of 2011-12 \$395	6 & Engineeri 2012-13 \$411	9 Ing Research 2013-14 \$438	8 1 Expenditu 2014-15 \$420	11 9 res (\$M) 2015-16 \$448 \$421	10 10 2016-17 \$427 \$427	10 10 2017-18	10 10 2018-19	2019-20
3 5. Science of 2011-12 \$395 7. Non-Me	6 & Engineeri 2012-13 \$411 dical Science	9 ing Research 2013-14 \$438 ee & Engine	8 n Expenditu 2014-15 \$420 ering Resea	9 res (\$M) 2015-16 \$448 \$421 rch Expendi	10 10 2016-17 \$427 \$427 tures (\$M)	10 10 2017-18 \$434 \$434	10 10 2018-19 \$440 \$440	2019-20 \$447
3 5. Science 2011-12 \$395 7. Non-Me 2011-12	6 & Engineeri 2012-13 \$411 dical Science 2012-13	9 2013-14 \$438 2e & Engineer 2013-14	8 n Expenditu 2014-15 \$420 ering Resear	11 9 res (\$M) 2015-16 \$448 \$421 rch Expendi 2015-16	10 10 2016-17 \$427 \$427 tures (\$M) 2016-17	10 10 2017-18 \$434 \$434	10 10 2018-19 \$440 \$440	2019-20 \$447
3 5. Science of 2011-12 \$395 7. Non-Me	6 & Engineeri 2012-13 \$411 dical Science	9 ing Research 2013-14 \$438 ee & Engine	8 n Expenditu 2014-15 \$420 ering Resea	11 9 res (\$M) 2015-16 \$448 \$421 rch Expendi 2015-16 \$229	10 10 2016-17 \$427 \$427 tures (\$M) 2016-17 \$233	10 10 2017-18 \$434 \$434 2017-18 \$237	10 10 2018-19 \$440 \$440 2018-19 \$241	2019-20
3 5. Science 2011-12 \$395 7. Non-Me 2011-12	6 & Engineeri 2012-13 \$411 dical Science 2012-13	9 2013-14 \$438 2e & Engineer 2013-14	8 n Expenditu 2014-15 \$420 ering Resear	11 9 res (\$M) 2015-16 \$448 \$421 rch Expendi 2015-16	10 10 2016-17 \$427 \$427 tures (\$M) 2016-17	10 10 2017-18 \$434 \$434	10 10 2018-19 \$440 \$440	2019-20 \$447
3 Science 2011-12 \$395 Non-Me 2011-12 \$142	6 & Engineeri 2012-13 \$411 dical Science 2012-13 \$193	9 2013-14 \$438 2e & Engineer 2013-14	8 n Expenditu 2014-15 \$420 ering Resear 2014-15 \$229	11 9 res (\$M) 2015-16 \$448 \$421 rch Expendi 2015-16 \$229 \$230	10 2016-17 \$427 \$427 tures (\$M) 2016-17 \$233 \$233	10 2017-18 \$434 \$434 2017-18 \$237 \$237	10 10 2018-19 \$440 \$440 2018-19 \$241 \$241	2019-20 \$447 2019-20 \$245
3 5. Science 2011-12 \$395 7. Non-Me 2011-12 \$142 6. Number 2010-11	6 & Engineeri 2012-13 \$411 dical Science 2012-13 \$193 of Broad D 2011-12	9 ing Research 2013-14 \$438 ee & Engine 2013-14 \$239 isciplines R 2012-13	8 n Expenditu 2014-15 \$420 ering Resear 2014-15 \$229	11 9 res (\$M) 2015-16 \$448 \$421 rch Expendi 2015-16 \$229 \$230 pp 100 for Re 2014-15	10 2016-17 \$427 \$427 tures (\$M) 2016-17 \$233 \$233 esearch Expenses	10 2017-18 \$434 \$434 2017-18 \$237 \$237 enditures [ir 2016-17	10 10 2018-19 \$440 \$440 2018-19 \$241 \$241	2019-20 \$447 2019-20 \$245
3 5. Science 2011-12 \$395 7. Non-Me 2011-12 \$142	6 & Engineeri 2012-13 \$411 dical Science 2012-13 \$193 of Broad D	9 Ing Research 2013-14 \$438 See & Engine 2013-14 \$239 Isciplines R	8 n Expenditu 2014-15 \$420 ering Resear 2014-15 \$229 anked in To	11 9 res (\$M) 2015-16 \$448 \$421 rch Expendi 2015-16 \$229 \$230 pp 100 for Re	10 2016-17 \$427 \$427 tures (\$M) 2016-17 \$233 \$233	10 2017-18 \$434 \$434 2017-18 \$237 \$237 \$enditures [ir	10 10 2018-19 \$440 \$440 2018-19 \$241 \$241	2019-20 \$447 2019-20 \$245



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9. Utility Patents Awarded [over three calendar year	9.	Utility	Patents Awarded	over three calendar y	ears	1
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2010-12	2011-13	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20
261	270	291	297	314	273	276	279	282
				291	273	276	279	

10. Doctoral Degrees Awarded Annually

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
417	448	546	601	704	650	655	660	665
				645	650	655	660	

11. Number of Post-Doctoral Appointees [note: statute requires a source with time lag]

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
	261	293	304	289	321	300	277	267	260
•					321	298	277	285	

12. Endowment Size (\$Millions)

_	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	\$334	\$364	\$417	\$417	\$395	\$412	\$432	\$448	\$472
					\$395	\$412	\$432	\$448	



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KEY PERFORMANCE INDICATORS (ACTUAL | GOALS) PLANNED CURRENT YEAR

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

1.	Public Universit	v National Ranking	[based on BOG's official list of publications]	l
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2013	2014	2015	2016	2017	2018	2019	2020	2021
	1	3	4	4	5	5	5	5
				5	5	5	5	

2. Freshmen in Top 10% of High School Class

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
	38%	39%	34%	36%	35%	35%	36%	36%	36%
Ī					25%	35.0%	26.0%	26.0%	

3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
3 of 5	4 of 5	3 of 5	5 of 5	4 of 6	6 of 6	6 of 6	6 of 6	6 of 6
				6 of 6	6 of 6	6 of 6	6 of 6	

4. Time to Degree for FTICs in 120hr programs

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
5	5	4.9	4.8	4.4	4.5	4.3	4.1	4.1
				4.7	4.5	4.3	4.1	

5. Four-Year FTIC Graduation Rates [full-time students only]

2008-12	2009-13	2009-13 2010-14		2012-16	2013-17	2014-18	2015-19	2016-20
39% (+0.3%)	43% (+0.2%)	44% (+0.3%)	51% (+0.1%)	54% (+0.3%)	56%	59%	62%	65%
				54.0%	56.0%	58.0%	60.0%	

6. Bachelor's Degrees Awarded [First Majors Only]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	
7,607	7,617	8,079	7,991	7,876	7,900	7,900	8,000	8,100	
				7,700	7,800	7,900	8,000		

7. Graduate Degrees Awarded [First Majors Only]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
2,943	3,007	3,179	3,501	3,654	3,675	3,750	3,800	3,850
				3,600	3,675	3,750	3,800	

8. Bachelor's Degrees Awarded to African-American & Hispanic Students

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
29%	29%	31%	32%	33%	33%	33%	33%	33%
				31.0%	31.0%	31.0%	32.0%	



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9. Percentage of Adult (Aged 25+) Undergraduates Enrolled

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
23%	21%	21%	20%	19%	19%	18%	17%	18%
				20.0%	20.0%	19.0%	19.0%	
10. Percen	t of Underg	raduate FTE	in Online	Courses				
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
19%	20%	21%	24%	26%	26%	27%	28%	28%
				25.5%	26.2%	27.0%	27.7%	
11. Percen	t of Bachelo	r's Degrees	in STEM &	Health				
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
33%	36%	37%	42%	46%	46%	46%	47%	47%
				44.3%	45.0%	46.0%	47.0%	
12. Percent	of Graduate	e Degrees in	STEM & H	lealth				
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
49%	53%	56%	61%	65%	65%	66%	67%	67%
				64.0%	65.0%	66.0%	67.0%	



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KEY PERFORMANCE INDICATORS (ACTUAL | GOALS) PLANNED CURRENT YEAR

Scholarship, Research and Innovation Metrics (additional metrics from the 2025 System Strategic Plan)

1. Nationa	i Academy i	viembersnip)S					
2013	2014	2015	2016	2017	2018	2019	2020	2021
3	6	7	8	11	10	10	10	10
				9	10	10	10	
2. Faculty	Awards				1			

Fall 2010 Fall 2011 Fall 2012 Fall 2013 Fall 2014 Fall 2015 Fall 2016 Fall 2017 Fall 2018 6 10 7 8 8 8 9 10 11 7 8 9 10

3. Total Research Expenditures (\$M)												
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20				
\$443	\$459	\$489	\$485	\$506	\$501	\$516	\$531	\$547				
				\$486	\$501	\$516	\$531					

4. Research Expenditures Funded from External Sources											
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20			
63%	59%	60%	55%	55%	57%	58%	59%	60%			
				56%	E 70/	E 00/	50%				

5. Utility Patents Awarded [from the USPTO]											
2012	2013	2014	2015	2016	2017	2018	2019	2020			
84	98	110	90	114	69	93	117	72			
•											

6. Licenses/Options Executed											
2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19			
36	52	75	91	119	120	121	122	123			

7. Number of Start-up Companies Created											
2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19			
8	10	9	11	11	8	9	10	11			
				11	8	9	10	11			

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Institution Specific Goals (optional) PLANNED CURRENT YEAR

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

	2015 ACTUAL	2015 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Graduate Degrees in Areas									
of Strategic Emphasis	2,046	2,150	2,274	2,670	2,850	2,850	2,905	2,945	2,965
					2,791	2,850	2,905	2,945	
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Freshman in Top 10% of									
Graduating High School	38%	39%	34%	36%	35%	35%	36%	36%	36%
Class									
					35.0%	35.0%	36.0%	36.0%	•
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Percent of Course Sections Offered via Distance and Blended Learning	11%	10%	11%	12%	12%	12%	13%	13%	13%
					12.0%	12.0%	13.0%	13.0%	
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Total Research Expenditures	\$443	\$459	\$489	\$485	\$506	\$501	\$516	\$531	\$547
					\$486	\$501	\$516	\$531	
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Federal Research Expenditures	\$236	\$225	\$223	\$218	\$228	\$222	\$226	\$229	\$232
					\$219	\$222	\$226	\$229	





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ENROLLMENT PLANNING (ACTUAL | PLAN)

Planned Headcount Enrollment by Student Type (for all students at all campuses)

	FALL 2012 ACTUAL	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 PLAN	FALL 2018 <i>PLAN</i>	FALL 2019 <i>PLAN</i>	FALL 2020 PLAN
UNDERGRADUATE									
FTIC (Regular Admit)	15,231	15,329	15,480	15,638	15,756	15,860	15,900	15,940	15,979
FTIC (Profile Admit)	157	143	184	186	187	195	196	196	197
FCS AA Transfers	7,386	7,397	7,195	7,095	7,295	7,222	7,240	7,313	7,386
Other AA Transfers	1,265	1,218	1,171	1,104	1,052	1,017	1,017	1,007	997
Post-Baccalaureates	0	0	805	764	735	716	718	720	721
Other Undergraduates	6,393	6,304	5,446	5,501	5,525	5,321	5,335	5,348	5,361
Subtotal	30,432	30,391	30,281	30,288	30,550	30,332	30,405	30,522	30,641
GRADUATE									
Master's	5,884	6,126	6,300	6,446	6,568	6,699	6,833	6,970	7,109
Research Doctoral	2,336	2,294	2,226	2,229	2,333	2,307	2,282	2,257	2,232
Professional Doctoral	905	1,235	1,379	1,309	1,347	1,317	1,416	1,416	1,416
Subtotal	9,125	9,655	9,905	9,984	10,248	10,324	10,531	10,643	10,757
UNCLASSIFIED									
H.S. Dual Enrolled	0	42	14	24	31	26	21	18	15
Other ¹	1,655	1,615	1,865	1,895	2,095	2,167	2,242	2,319	2,399
Subtotal	1,655	1,657	1,879	1,919	2,126	2,193	2,263	2,337	2,414
TOTAL	41,212	41,703	42,065	42,191	42,924	42,848	43,199	43,502	43,812

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2016 Data Administrator Workshop and matches the 2015-16 Accountability Report (Table 3A). The change improves how post-baccalaureate undergraduate students are counted. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction (for all students at all campuses)

	2011-12 ACTUAL	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN
UNDERGRADUATE									
Distance (80-100%)	5,536	5,732	5,918	6,830	7,381	7,580	7,807	8,041	8,282
Hybrid (50-79%)	477	587	452	407	189	190	192	194	196
Classroom (0-50%)	22,765	22,409	22,195	21,284	21,304	21,108	20,730	20,546	20,490
Subtotal	28,778	28,728	28,565	28,521	28,874	28,878	28,729	28,781	28,968
GRADUATE									
Distance (80-100%)	1,446	1,563	1,611	1,803	1,855	1,907	1,964	2,023	2,084
Hybrid (50-79%)	202	210	224	179	64	64	64	65	66
Classroom (0-50%)	5,645	5,673	5,884	6,004	6,163	6,248	6,163	6,188	6,213
Subtotal	7,293	7,446	7,719	7,986	8,082	8,219	8,191	8.276	8.362

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Classroom/Traditional**, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element 2052.

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BOT 6/8/2017

ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

		-							Planned
	2015-16 ACTUAL	2016-17 ESTIMATE	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN	Annual Growth Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	10,055	10,056	10,076	10,096	10,116	10,137	10,157	10,177	0.20%
UPPER	15,217	14,793	14,823	14,852	15,001	15,151	15,302	15,455	0.84%
GRAD I	3,881	3,649	3,704	3,759	3,816	3,873	3,931	3,990	1.50%
GRAD II	1,159	1,158	1,175	1,193	1,211	1,229	1,247	1,266	1.50%
TOTAL	30,312	29,656	29,778	29,901	30,144	30,389	30,638	30,889	0.74%
NON RESIDENT									
LOWER	1,326	1,389	1,389	1,390	1,390	1,391	1,391	1,392	0.03%
UPPER	1,321	1,545	1,545	1,546	1,561	1,577	1,593	1,609	0.81%
GRAD I	1,447	1,577	1,582	1,586	1,591	1,596	1,601	1,606	0.30%
GRAD II	924	996	1,001	1,006	1,011	1,016	1,021	1,026	0.50%
TOTAL	5,018	5,507	5,518	5,528	5,554	5,580	5,606	5,632	0.41%
TOTAL									_
LOWER	11,381	11,445	11,466	11,486	11,507	11,527	11,548	11,569	0.18%
UPPER	16,538	16,338	16,368	16,398	16,562	16,728	16,895	17,064	0.84%
GRAD I	5,328	5,226	5,285	5,346	5,407	5,469	5,532	5,596	1.15%
GRAD II	2,083	2,154	2,176	2,199	2,222	2,245	2,269	2,292	1.04%
TOTAL	35,330	35,163	35,295	35,429	35,698	35,969	36,244	36,521	0.68%
NOT STATE FUNDA	ABLE								
LOWER	595	611	611	611	611	611	612	612	0.02%
UPPER	360	284	285	285	288	291	294	297	0.84%
GRAD I	623	653	654	656	657	658	660	661	0.20%
GRAD II	49	75	75	76	76	76	77	77	0.40%
TOTAL	1,627	1,623	1,625	1,628	1,632	1,637	1,641	1,646	0.26%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2022-23 value divided by the 2017-18 value) to the (1/5) exponent minus one.

Medical Student Headcount Enrollments (if applicable)

	2015-16 ACTUAL	2016-17 ESTIMATE	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN	Annual Growth
MEDICAL DOCTORA	ATES								
RESIDENT	430	404	393	390	388	386	386	386	-0.36%
NON-RESIDENT	74	91	107	106	105	104	104	104	-0.57%
TOTAL	504	495	500	496	493	490	490	490	-0.40%



UNIVERSITY OF SOUTH FLORIDA - TAMPA

BOT 6/8/2017

ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2017-18

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2016 Work Plan list for programs under consideration for 2017-18.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT in 5th year	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
BS Biomedical Engineering (USF)	14.0501	STEM	FGCU, FIU, UF	0%	100	Fall 2017

MASTE	R'S, SPECIALIS	T AND OTH	ER ADVANCED M	1ASTER'S PROG	RAMS	
MS Learning Design and Technology (USF)	13.0501	STEM	FAU, FSU, UCF, UWF	75%	80	Spring 2018

DOCTORAL PROGRAMS

N/A

New Programs For Consideration by University in 2018-19

These programs will be used in the 2017 Work Plan list for programs under consideration for 2018-20.

	CIP CODE	AREA OF STRATEGIC	OTHER UNIVERSITIES WITH SAME	OFFERED VIA DISTANCE LEARNING	PROJECTED ENROLLMENT	PROPOSED DATE OF SUBMISSION
PROGRAM TITLES	6-digit	EMPHASIS	PROGRAM	IN SYSTEM	in 5th year	TO UBOT
BACHELOR'S PROGRAMS						
BS Public Relations, Advertising, And Applied Communications (USF)	09.0900	GAP ANALYSIS	FSU	0%	580	Fall 2018
Logistics, Materials, & Supply Chain Management (USF)	52.0203	STEM	FPU, UNF, UWF	0%	300	Fall 2018
BS Cybersecurity (USF)	43.0303	STEM	None	0%	250	Fall 2018
MASTER'S, SPECIALIST AND OTHER AD	VANCED I	MASTER'S P	ROGRAMS			
MS Public Relations, Advertising, And Applied Communications (USF)	09.0900	GAP ANALYSIS	FSU, UNF	0%	68	Fall 2018
Logistics, Materials, & Supply Chain Management (USF)	52.0203	STEM	FAMU	0%	100	Fall 2018
DOCTORAL PROGRAMS						
OTD Occupational Therapy (USF)	51.2306	HEALTH	None	0%	80	TBD
PhD Pharmacy (USF)	51.2099	HEALTH	FAMU, UF	0%	20	TBD
Informatics (USF)	11.0104	STEM	UF	0%	30	Fall 2018



UNIVERSITY OF SOUTH FLORIDA - TAMPA

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UNIVERSITY REVENUES

University Revenues (in Millions of Dollars)

Education & Comparel	2015-16	2016-17
Education & General	Actual	Estimates
Main Operations		
State Funds	\$251.60	\$264.19
Tuition	\$173.50	\$185.72
SUBTOTAL	\$425.10	\$449.91
Health-Science Center / Medical Schools		
State Funds	\$73.90	\$74.49
Tuition	\$55.30	\$64.70
SUBTOTAL	\$129.20	\$139.19
EDUCATION & GENERAL TOTAL REVENUES	\$554.30	\$589.10

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report).

OTHER BUDGET ENTITIES

Auxiliary Enterprises	\$196.80	\$199.8
Contracts & Grants	\$307.50	\$301.4
Local Funds	\$426.70	\$428
Faculty Practice Plans	\$237.20	\$267.6





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UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

Undergraduate Students		Actual			Droid	ected	
Ondergraduate Students	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Tuition:	2014-13	2013-10	2010-17	2017-10	2010-13	2013-20	2020-21
Base Tuition - (0% inc. for 2016-17 to 2019-20)	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential ⁵		\$46.88	\$46.88	\$46.88			\$46.88
Total Base Tuition & Differential per Credit Hour	46.88 \$151.95	\$151.95	\$151.95	\$151.95		\$46.88 \$151.95	\$151.95
% Change	ψ151.95	0.0%	0.0%	0.0%		0.0%	0.0%
70 Officinge		0.070	0.070	0.070	0.070	0.070	0.07
Fees (per credit hour):							
Student Financial Aid ¹	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.2
Capital Improvement ²	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.7
Activity & Service	\$12.08	\$12.08	\$12.08	\$12.08	\$12.08	\$12.08	\$12.0
Health	\$9.94	\$9.94	\$9.94	\$9.94	\$9.94	\$9.94	\$9.9
Athletic	\$14.46	\$14.46	\$14.46	\$14.46	\$14.46	\$14.46	\$14.4
Transportation Access	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.0
Technology ¹	\$5.25	\$5.25	\$5.25	\$5.25		\$5.25	\$5.2
Green Fee (USF, NCF, UWF only)	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.0
Marshall Center Fee (USF only)	\$1.50	\$1.50	\$1.50	\$1.50		\$1.50	\$1.5
Total Fees	\$59.24	\$59.24	\$59.24	\$59.24	\$59.24	\$59.24	\$59.2
Total Tuition and Fees per Credit Hour	\$211.19	\$211.19	\$211.19	\$211.19		\$211.19	\$211.1
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.09
Fees (block per term):							
Activity & Service	\$7.00	\$7.00	\$7.00	\$7.00	\$7.00	\$7.00	\$7.0
Health	Ψ1.00	Ψ1.00 -	Ψ1.00	Ψ1.00	Ψ1.00	Ψ1.00	Ψ1.0
Athletic	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.0
Transportation Access	ψ10.00	Ψ10.00	ψ10.00	Ψ10.00	ψ10.00	Ψ10.00	Ψ10.0
Marshall Center Fee (USF only)	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.0
List any new fee proposed	-	-	-	-	-	-	4-0.0
Total Block Fees per term	\$37.00	\$37.00	\$37.00	\$37.00	\$37.00	\$37.00	\$37.0
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.09
Total Tuition for 30 Credit Hours	04 550 50	04.550.50	04.550.50	\$4.550.50	A4 550 50	04 550 50	A4 550 5
Total Fees for 30 Credit Hours	\$4,558.50	\$4,558.50	\$4,558.50	\$4,558.50		\$4,558.50	\$4,558.5
Total Tuition and Fees for 30 Credit Hours	\$1,851.20 \$6,409.70	\$1,851.20 \$6,409.70	\$1,851.20 \$6,409.70	\$1,851.20 \$6,409.70	\$1,851.20 \$6,409.70	\$1,851.20 \$6,409.70	\$1,851.2 \$6,409.7
	\$6,409.70						
\$ Change		\$0.00 0.0%	\$0.00 0.0%	\$0.00 0.0%	\$0.00 0.0%	\$0.00 0.0%	\$0.0
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$346.50	\$346.50	\$346.50	\$346.50	\$346.50	\$346.50	\$346.5
Out-of-State Undergraduate Student Financial Aid ³	\$17.32	\$17.32	\$17.32	\$17.32	\$17.32	\$17.32	\$17.3
Total per credit hour	\$363.82	\$363.82	\$363.82	\$363.82	\$363.82	\$363.82	\$363.8
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0
Total Tuition for 30 Credit Hours	\$14,953.50	\$14,953.50	\$14,953.50	\$14 Q53 50	\$14 953 50	\$14,953.50	\$14,953.5
Total Fees for 30 Credit Hours	\$2,370.80	\$2,370.80	\$2,370.80		\$2,370.80	\$2,370.80	\$2,370.8
Total Tuition and Fees for 30 Credit Hours	\$17,324.30	\$17,324.30	\$17,324.30		\$17,324.30		\$17,324.3
\$ Change	\$17,524.50	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.0
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Housing/Dining ⁴	\$9,403.00	\$9,403.00	\$10,184.00			\$11,386.00	\$11,386.0
\$ Change		\$0.00	\$781.00	\$634.00	\$568.00	\$0.00	\$0.0
% Change		0.0%	8.3%	6.2%	5.3%	0.0%	0.09
	2						
		=0/ ***					
1 can be no more than 5% of tuition.	3 can be no more						
as approved by the Board of Governors.	4 combine the mo	st popular housing	and the out-or-state and dining plans plan	provided to student			



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DEFINITIONS

Performance Based Funding	
1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) One Year After Graduation	This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours	This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS.
4. Six Year FTIC Graduation Rate	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).
5. Academic Progress Rate 2nd Year Retention with GPA Above 2.0	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).
6. University Access Rate Percent of Undergraduates with a Pell-grant	This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).
7. Bachelor's Degrees within Programs of Strategic Emphasis	This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).



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8a. Graduate Degrees within Programs of Strategic Emphasis	This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C).
8b. Freshmen in Top 10% of High School Class Applies to: NCF	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set (C10).
BOG Choice Metrics	
9a. Percent of Bachelor's Degrees Without Excess Hours	This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).
9b. Number of Faculty Awards	This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).
9c. National Ranking for University	This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review.
BOT Choice Metrics	
10a. Percent of R&D Expenditures Funded from External Sources FAMU	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU	This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).



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10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU	This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.
10d. Percent of Undergraduate Seniors Participating in a Research Course NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
10e. Number of Bachelor Degrees Awarded Annually UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
10f. Number of Licenses/Options Executed Annually UF	This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida.
10g. Percent of Undergraduate FTE in Online Courses UNF	This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics		
Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').	
Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.	



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Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBFGRADUATION_and_RETENTION_Methodology_FINAL.pdf .
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Science & Engineering Research Expenditures (\$M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures (\$M)	Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size (\$M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



UNIVERSITY OF SOUTH FLORIDA - TAMPA

Kara Banfannana a la Bantana	
Key Performance Indicators	
Teaching & Learning Metrics	
Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).
Professional/Licensure Exam First-time Pass Rates	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Average Time to Degree for FTIC in 120hr programs	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.
FTIC Graduation Rates In 4 years (or less)	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.
Adult (Aged 25+) Undergraduates Enrolled Fall term	This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.).
Percent of Bachelor's Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
Percent of Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).



UNIVERSITY OF SOUTH FLORIDA - TAMPA

Key Performance Indicators (continued) Scholarship, Research & Innovation Metrics		
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).	
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).	
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A).	
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A).	

DRAFT



University of South Florida - System

University Work Plan Presentation for Board of Governors June 2017 Meeting

BOT - 6/8/2017

STATE UNIVERSITY SYSTEM of FLORIDA Board of Governors



UNIVERSITY OF SOUTH FLORIDA – SYSTEM

BOT - 6/8/2017

INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' <u>2025 System Strategic Plan</u> is driven by prospective goals and associated metrics that set future benchmarks for the System;
- 2) The Board's <u>Annual Accountability Report</u> provides retrospective tracking with year-over-year and longer time periods for how the System is progressing toward its goals;
- 3) Institutional <u>Work Plans</u> connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of the one-year metric goals. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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UNIVERSITY OF SOUTH FLORIDA - SYSTEM

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MISSION STATEMENT (What is your purpose?)

The University of South Florida System, which includes USF, USF St. Petersburg (USFSP), and USF Sarasota-Manatee (USFSM), catalyzes and coordinates initiatives that prepare students for successful 21st century careers; advances research, scholarship, and creative endeavors to improve the quality of life; and engages its communities across the Tampa Bay region for mutual benefits.

VISION STATEMENT (What do you aspire to?)

The University of South Florida System will empower and connect its separately accredited institutions into a distinctive system that is nationally and globally recognized for innovation in teaching and research, for attracting outstanding and diverse scholars, staff and students, and for transforming the communities it serves.

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

While each of the three member institutions of the USF System develops and implements their distinctive strategic plans, the USF System strategy is guided by a uniting set of "BULLISH" principles: BOLD, UNITED, LEADERS, LOYAL, IMPACTFUL, STUDENT-CENTRIC, HIGH-QUALITY. These principles of collaboration and cooperation work to ensure alignment across each institution's strategic plan as well as with the State University System of Florida Board of Governors' (BOG) Strategic Plan.

Under the leadership of the USF Board of Trustees, the USF System embraces performance accountability and relies on detailed data to track key metrics such as graduation rates, retention rates, excess hours, and job placement; all key components of the Florida Board of Governors' Strategic Plan. Maintaining and expanding our community initiatives and partnerships also remains a key priority of the USF System strategy. Both USF and USF St. Petersburg are designated as community-engaged by the Carnegie Foundation for the Advancement of Teaching. Likewise, USF Sarasota-Manatee aims to achieve this distinction as part of its current strategic plan.

USF System member institutions are separately regionally accredited, and each pursues its own set of strategies, goals, and successes.

USF is classified by the Carnegie Foundation for the Advancement of Teaching as a doctoral research university, highest research activity. This designation serves as a beacon to attract the best and brightest students and faculty from around the world. USF remains focused on enhancing student success, research and innovation, and community and global engagement.



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USF St. Petersburg continues to work through the comprehensive implementation of the 2014-2019 strategic plan, one which aims to develop USFSP as a distinctive member of the USF System. Furthermore, this plan seeks to promote faculty excellence, student success, strategic partnerships, and sustainable funding and infrastructure. USF St. Petersburg also remains focused on maintaining forward momentum on key performance-based funding metrics.

Meanwhile, USF Sarasota-Manatee is working diligently towards the goals outlined in the USFSM strategic plan for 2015-2020. Like its counterparts, the USFSM strategic plan focuses on enhancing student success, high-quality teaching, community engagement, and building a base of sustainable resources.

While each institution is focused on their identified priorities and strategies, the collective successes of USF, USFSP, and USFSM enhance the overall USF System and raise our profile on the regional, national and global stages.

This year the USF System is in the process of updating its strategic plan, with a scheduled presentation date to the USF Board of Trustees in Summer 2017. The new USF System strategic plan will integrate elements from its member institutions' currently approved strategic plans. By highlighting the differentiated, yet complementary mission, vision, and goals of each institution, the USF System Strategic Plan will focus on fully activating our key constituents and ensure that there remains added value for each of the member institutions. While supporting the recognition of excellence for each of its member institutions, the USF System strategic plan will also align and support the implementation of shared and individual goals, and the continued development of cost-effective solutions, thus allowing for a greater realization of a competitive advantage for all of our students, faculty, and staff.



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STRENGTHS AND OPPORTUNITIES (within 3 years)

What are your core capabilities, opportunities and challenges for improvement?

The USF System is designed to enhance each of the institutions to provide greater value to students and the community than each institution could do on its own. The key strengths of the USF System are the combined core capabilities of its three complementary member institutions. These strengths include excellence in teaching and learning; community and partnership engagement, particularly that which has an economic impact, along with a focus on accountability and data-driven decision making.

A testament to our commitment to excellence in teaching and student success and our intentional alignment of USF System strategy with the BOG's strategic plan, we have made great strides towards advancing key metrics this past year. For example, we have realized a 9.5 percentage point improvement in graduating students without excess hours (PBF Metric #9), and continue to lead the SUS in the percentage of students working or continuing their education one-year post graduation (PBF Metric #1), as well in the percentages of both bachelors' degrees (PBF Metric #6) and graduate degrees (PBF Metric #8) awarded in areas of strategic emphasis.

The USF System continues to support faculty excellence as evidenced by our having the most Fulbright Scholars of any institution in the nation according to data released by the U.S. Department of State and Institute of International Education. With an outstanding 12 faculty members named Fulbright Scholars in 2016-2017, the USF System has doubled its number from previous years.

The USF System and its three member institutions are dedicated to student success and have implemented new initiatives over the past year to ensure that more of our students are graduating on time with minimal student debt, and the skills and experiences necessary to begin a successful career. As an example, we have a joint venture among all three USF System institutions, the USF STEM Collaborative, which aims to grow the field of STEM across the USF System, and meet critical workforce and research needs in the Tampa Bay Region and beyond. Representatives from each institution form the STEM Collaborative Steering Committee, which has successfully hosted three STEM Summits over the past year. Most notably, the STEM Business Summit held in April 2017 aimed to provide detailed information on STEM internships for USF students and workforce pipeline needs.

While the USF System continues on a positive trajectory, there are, however, opporutnities in key strategic areas, such as assuring sufficient levels of student need-based financial aid, maintaining our commitment to meeting our community workforce needs, and assuring the adequacy of facilities across the USF System.



UNIVERSITY OF SOUTH FLORIDA – SYSTEM

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KEY INITIATIVES & INVESTMENTS (within 3 years)

Describe your top <u>three</u> key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1 Continue to enhance student success to maintain momentum as a top performer in the Board of Governors performance-funding model:

The USF System is consistently working towards improving our 4-year and 6-year FTIC graduation and retention rates, ensuring that our students are graduating with fewer excess hours and minimal debt. This goal is fueled by the USF System's commitment to student success and a curriculum aligned with the needs of our communities. It is the goal of the USF System to create an accessible, digital ecosystem that will transform the student experience and support retention and graduation while containing costs.

2 Enhance academic program quality that prepares students for high-skilled, high need jobs:

The USF System is committed to preparing our students for the workforce through a rigorous and relevant curriculum, and career preparedness initiatives including internships and career fairs. Furthermore, academic quality plays a key role in preparing our students for their future career paths. The USF System will continue to reward, retain, and attract high-quality faculty members to enhance our students' education, participate in ground-breaking research, expose our students to the critical problems of today's world and inspire innovative solutions.

3 Increase Efficiencies and responsible financial practices:

With the goal of increasing efficiencies and further streamlining our business services, the USF System continues to evaluate and enhance our financial practices. As a continual top performer in the Board of Governors' performance funding model, the USF System is committed to putting our investments to work to further improve performance in key metrics, to better serve our students and the broader Tampa Bay community, and to practice transparent budgeting.



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PERFORMANCE BASED FUNDING METRICS (ACTUAL | GOALS) PLANNED CURRENT YEAR

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
i		65.3%	67.2%	69.6%	70.5%	73.0%	75.0%	76.0%
				66.8%	69.9%	71.9%	74.0%	
. Median \	Wages of Ba	chelor's Gra	nduates Em	ployed Full-	t ime [within	one-year, anyw	here in the Na	tion]
2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
\$33,200	\$34,600	\$35,200	\$36,700	\$38,000	\$38,600	\$39,100	\$39,600	\$40,400
				\$36,333	\$36,767	\$37,400	\$37,933	
. Average	Cost to the S	Student [Net	Tuition & Fee	s per 120 Credit	Hours for Res	sident Undergr	aduates]	
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
		\$14,490	\$13,540	\$13,170	\$13,000	\$12,900	\$12,800	\$12,700
				New metric				
. FTIC Six	-Year Gradu	ation Rate						
2006-12	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20
56.5%	63.2%	66.1%	67.8%	66.3%	70.0%	71.0%	72.0%	74.0%
				66.7%	69.6%	70.9%	73.5%	
	D D							
		_		Rate with At Le	· ·		2040.40	
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
		_		2015-16 86.1%	2016-17 87.5%	2017-18 89.0%	89.5%	
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18		2019-20
2011-12 83.8%	2012-13 84.5%	2013-14 85.3%	2014-15 85.1%	2015-16 86.1% 85.6%	2016-17 87.5% 86.9%	2017-18 89.0% 87.9%	89.5% 89.4%	2019-20
2011-12 83.8%	2012-13 84.5%	2013-14 85.3%	2014-15 85.1%	2015-16 86.1%	2016-17 87.5% 86.9%	2017-18 89.0% 87.9%	89.5% 89.4%	2019-20
2011-12 83.8%	2012-13 84.5% ge of Bachel	2013-14 85.3% or's Degree	2014-15 85.1% s Awarded	2015-16 86.1% 85.6% within Progr	2016-17 87.5% 86.9%	2017-18 89.0% 87.9% ategic Emph	89.5% 89.4% asis	2019-20 90.0%
2011-12 83.8% . Percenta 2011-12	2012-13 84.5% ge of Bachel 2012-13	2013-14 85.3% or's Degree 2013-14	2014-15 85.1% s Awarded 2014-15	2015-16 86.1% 85.6% within Progr	2016-17 87.5% 86.9% cams of Stra 2016-17	2017-18 89.0% 87.9% ategic Emph 2017-18	89.5% 89.4% asis 2018-19	2019-20 90.0%
2011-12 83.8% b. Percenta 2011-12 48.3%	2012-13 84.5% ge of Bachel 2012-13 49.5%	2013-14 85.3% or's Degree 2013-14 51.0%	2014-15 85.1% 8 Awarded 2014-15 54.6%	2015-16 86.1% 85.6% within Progr 2015-16 59.0% 54.8%	2016-17 87.5% 86.9% rams of Stra 2016-17 59.2%	2017-18 89.0% 87.9% ategic Emph 2017-18 59.5%	89.5% 89.4% asis 2018-19 60.6%	2019-20 90.0%
2011-12 83.8% 5. Percenta 2011-12 48.3%	2012-13 84.5% ge of Bachel 2012-13 49.5%	2013-14 85.3% or's Degree 2013-14 51.0%	2014-15 85.1% s Awarded 2014-15 54.6%	2015-16 86.1% 85.6% within Progr 2015-16 59.0% 54.8%	2016-17 87.5% 86.9% rams of Stra 2016-17 59.2% 54.8%	2017-18 89.0% 87.9% ategic Emph 2017-18 59.5% 54.9%	89.5% 89.4% asis 2018-19 60.6% 55.1%	2019-20 90.0% 2019-20 61.0%
2011-12 83.8% 6. Percenta 2011-12 48.3% 7. Universi FALL 2011	2012-13 84.5% ge of Bachel 2012-13 49.5% ty Access Ra	2013-14 85.3% or's Degree 2013-14 51.0%	2014-15 85.1% S Awarded 2014-15 54.6% Undergradual FALL 2014	2015-16 86.1% 85.6% within Progr 2015-16 59.0% 54.8%	2016-17 87.5% 86.9% rams of Stra 2016-17 59.2% 54.8%	2017-18 89.0% 87.9% ategic Emph 2017-18 59.5% 54.9%	89.5% 89.4% asis 2018-19 60.6% 55.1%	2019-20 90.0% 2019-20 61.0%
2011-12 83.8% . Percenta 2011-12 48.3%	2012-13 84.5% ge of Bachel 2012-13 49.5%	2013-14 85.3% or's Degree 2013-14 51.0%	2014-15 85.1% s Awarded 2014-15 54.6%	2015-16 86.1% 85.6% within Progr 2015-16 59.0% 54.8%	2016-17 87.5% 86.9% rams of Stra 2016-17 59.2% 54.8%	2017-18 89.0% 87.9% ategic Emph 2017-18 59.5% 54.9%	89.5% 89.4% asis 2018-19 60.6% 55.1%	2019-20 90.0% 2019-20 61.0%
2011-12 83.8% 6. Percenta 2011-12 48.3% 7. Universi FALL 2011	2012-13 84.5% ge of Bachel 2012-13 49.5% ty Access Ra	2013-14 85.3% or's Degree 2013-14 51.0%	2014-15 85.1% S Awarded 2014-15 54.6% Undergradual FALL 2014	2015-16 86.1% 85.6% within Progr 2015-16 59.0% 54.8%	2016-17 87.5% 86.9% rams of Stra 2016-17 59.2% 54.8%	2017-18 89.0% 87.9% ategic Emph 2017-18 59.5% 54.9%	89.5% 89.4% asis 2018-19 60.6% 55.1%	2019-20 90.0%
2011-12 83.8% 5. Percenta 2011-12 48.3% 7. Universi FALL 2011 42.1%	2012-13 84.5% ge of Bachel 2012-13 49.5% ty Access Ra FALL 2012 42.0%	2013-14 85.3% or's Degree 2013-14 51.0% ate [Percent of FALL 2013 42.1%	2014-15 85.1% s Awarded 2014-15 54.6% Undergradual FALL 2014 43.0%	2015-16 86.1% 85.6% within Progr 2015-16 59.0% 54.8% tes with a Pell g FALL 2015 41.2%	2016-17 87.5% 86.9% rams of Stra 2016-17 59.2% 54.8% rant] FALL 2016 41.0%	2017-18 89.0% 87.9% ategic Emph 2017-18 59.5% 54.9% FALL 2017 41.0% 40.1%	89.5% 89.4% asis 2018-19 60.6% 55.1% FALL 2018 41.0% 40.1%	2019-20 90.0% 2019-20 61.0%
2011-12 83.8% 5. Percenta 2011-12 48.3% 7. Universi FALL 2011 42.1%	2012-13 84.5% ge of Bachel 2012-13 49.5% ty Access Ra FALL 2012 42.0%	2013-14 85.3% or's Degree 2013-14 51.0% ate [Percent of FALL 2013 42.1%	2014-15 85.1% s Awarded 2014-15 54.6% Undergradual FALL 2014 43.0%	2015-16 86.1% 85.6% within Progr 2015-16 59.0% 54.8% tes with a Pell g FALL 2015 41.2% 40.0%	2016-17 87.5% 86.9% rams of Stra 2016-17 59.2% 54.8% rant] FALL 2016 41.0%	2017-18 89.0% 87.9% ategic Emph 2017-18 59.5% 54.9% FALL 2017 41.0% 40.1%	89.5% 89.4% asis 2018-19 60.6% 55.1% FALL 2018 41.0% 40.1%	2019-20 90.0% 2019-20 61.0%
2011-12 83.8% 6. Percenta 2011-12 48.3% 7. Universi FALL 2011 42.1%	2012-13 84.5% ge of Bachel 2012-13 49.5% ty Access Ra FALL 2012 42.0%	2013-14 85.3% or's Degree 2013-14 51.0% ate [Percent of FALL 2013 42.1%	2014-15 85.1% S Awarded 2014-15 54.6% Undergraduat FALL 2014 43.0%	2015-16 86.1% 85.6% within Progra 2015-16 59.0% 54.8% tes with a Pell g FALL 2015 41.2% 40.0%	2016-17 87.5% 86.9% rams of Stra 2016-17 59.2% 54.8% rant] FALL 2016 41.0% 40.1%	2017-18 89.0% 87.9% ategic Emph 2017-18 59.5% 54.9% FALL 2017 41.0% 40.1% regic Empha	89.5% 89.4% asis 2018-19 60.6% 55.1% FALL 2018 41.0% 40.1%	2019-20 90.0% 2019-20 61.0% FALL 201 41.0%



UNIVERSITY OF SOUTH FLORIDA – SYSTEM

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9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
53.3%	58.2%	63.9%	65.8%	75.6%	77.5%	78.1%	79.1%	80.1%
				68.1%	70.6%	73.0%	75.4%	

10. BOT Choice: Postdoctoral Appointees

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
293	304	289	321	300	282	272	267	267
				298	282	290	297	

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



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PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (ACTUAL | GOALS)

SEE USF TAMPA WORK PLAN ONLY



UNIVERSITY OF SOUTH FLORIDA – SYSTEM

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KEY PERFORMANCE INDICATORS (ACTUAL | GOALS) PLANNED CURRENT YEAR

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

1	Public University	National Ranking	Thread on BOC's	s official list of publications
	rublic University	-National Natikins	i inased on bullas	s official list of buidifcations).

2013	2014	2015	2016	2017	2018	2019	2020	2021
•	1	3	4	4	5	5	5	5
				5	5	5	5	

2. Freshmen in Top 10% of High School Class

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
34%	36.3%	28.0%	30.0%	33.0%	33.0%	33.0%	33.0%	33.0%
				30.4%	30.6%	31.6%	31.9%	

3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
3 of 5	4 of 5	3 of 5	5 of 5	4 of 6	6 of 6	6 of 6	6 of 6	6 of 6
				6 of 6	6 of 6	6 of 6	6 of 6	

4. Time to Degree for FTICs in 120hr programs

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
5	5.1	4.7	4.5	4.3	4.3	4.3	4.2	4.2
				4.5	4.3	4.3	4.2	

5. Four-Year FTIC Graduation Rates [full-time students only]

2008-12	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20
38%	42%	43%	48%	51%	53%	57%	59%	63%
				50.4%	53.4%	55.8%	57.9%	

6. Bachelor's Degrees Awarded [First Majors Only]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
8,827	8,999	9,390	9,290	9,222	9,255	9,285	9,416	9,557
				9,081	9,225	9,358	9,492	

7. Graduate Degrees Awarded [First Majors Only]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
3,159	3,209	3,401	3,773	3,918	3,973	4,056	4,113	4,172
				3,877	3,954	4,035	4,092	

8. Bachelor's Degrees Awarded to African-American & Hispanic Students

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
27.1%	27.6%	28.7%	30.4%	31.3%	31.3%	31.6%	31.8%	31.8%
				29.6%	29.7%	30.0%	31.0%	



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9. Percentage of Adult (Aged 25+) Undergraduates Enrolled

	0	(0)	O					
Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
26%	24%	24%	23%	22%	22%	22%	20%	21%
				22.9%	22.9%	21.8%	21.6%	
10. Percen	t of Underg	raduate FTE	in Online (Courses				
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
22%	23%	23%	26%	28%	28%	29%	30%	30%
				27.5%	28.2%	28.9%	29.6%	
11. Percen	t of Bachelo	r's Degrees	in STEM &	Health				
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
29%	32%	34%	38%	42%	42%	43%	44%	44%
				40.5%	41.3%	42.5%	43.5%	
12. Percen	t of Gradua	te Degrees i	n STEM & l	Health				
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
46%	50%	52%	57%	60%	61%	62%	63%	63%
				59.6%	60.5%	61.5%	62.5%	



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KEY PERFORMANCE INDICATORS (ACTUAL | GOALS) PLANNED CURRENT YEAR

Scholarship, Research and Innovation Metrics (additional metrics from the 2025 System Strategic Plan)

1	National	Academy	Meml	hershins
1.	Matiuliai	Academy	MEIIII	berampa

2013	2014	2015	2016	2017	2018	2019	2020	2021
3	6	7	8	11	10	10	10	10
				9	10	10	10	

2. Faculty Awards

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
6	10	7	8	8	8	9	10	11
				7	8	9	10	

3. Total Research Expenditures (\$M)

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
\$451	\$467 \$497		\$494	\$515	\$510	\$525	\$541	\$557
				\$495	\$510	\$525	\$541	

4. Research Expenditures Funded from External Sources

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
62	59	60	55	55	57	58	59	60
				56%	57%	58%	59%	

5. Utility Patents Awarded [from the USPTO]

2012	2013	2014	2015	2016	2017	2018	2019	2020
84	98	110	90	114	69	93	117	72
-								

6. Licenses/Options Executed

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
36	52	75	91	119	120	121	122	123
				119	120	121	122	

7. Number of Start-up Companies Created

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
8	10	9	11	11	8	9	10	11	
				11	8	9	10	11	Ī



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Institution Specific Goals (optional)

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

SEE INDIVIDUAL USF SYSTEM MEMBER INSTITUTION WORK PLANS



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ENROLLMENT PLANNING (ACTUAL | *PLAN*)

Planned Headcount Enrollment by Student Type (for all students at all campuses)

	FALL 2012 ACTUAL	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 PLAN	FALL 2018 PLAN	FALL 2019 <i>PLAN</i>	FALL 2020 PLAN
UNDERGRADUATE									
FTIC (Regular Admit)	16,930	17,062	17,176	17,499	17,816	17,985	18,130	18,283	18,443
FTIC (Profile Admit)	173	155	202	205	207	216	218	220	221
FCS AA Transfers	9,498	9,416	9,172	9,108	9,245	9,578	9,714	9,914	10,125
Other AA Transfers	1,712	1,640	1,565	1,495	1,429	1,455	1,477	1,491	1,507
Post-Baccalaureates	0	0	1,110	1,025	998	1,005	1,021	1,039	1,059
Other Undergraduates	7,845	7,739	6,583	6,658	6,678	6,753	6,840	6,931	7,029
Subtotal	36,158	36,012	35,808	35,990	36,373	36,992	37,401	37,878	38,384
GRADUATE									
Master's	6,481	6,806	6,950	7,160	7,302	7,469	7,636	7,807	7,984
Research Doctoral	2,336	2,294	2,226	2,229	2,333	2,307	2,282	2,257	2,232
Professional Doctoral	905	1,235	1,379	1,309	1,348	1,317	1,416	1,416	1,416
Subtotal	9,722	10,335	10,555	10,698	10,983	11,094	11,334	11,480	11,632
UNCLASSIFIED									
H.S. Dual Enrolled	0	42	14	24	31	26	21	18	15
Other ¹	1,974	1,941	2,201	2,272	2,424	2,567	2,658	2,753	2,852
Subtotal	1,974	1,983	2,215	2,296	2,455	2,593	2,680	2,771	2,866
TOTAL	47,854	48,330	48,578	48,984	49,811	50,679	51,414	52,128	52,882

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2016 Data Administrator Workshop and matches the 2015-16 Accountability Report (Table 3A). The change improves how post-baccalaureate undergraduate students are counted. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction (for all students at all campuses)

	2011-12 ACTUAL	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN
UNDERGRADUATE									
Distance (80-100%)	7,375	7,804	7,867	8,745	9,442	9,725	10,085	10,435	10,797
Hybrid (50-79%)	554	670	580	522	237	237	250	253	258
Classroom (0-50%)	26,163	25,807	25,396	24,413	24,540	24,511	24,221	24,198	24,277
Subtotal	34,092	34,281	33,843	33,680	34,219	34,473	34,556	34,887	35,332
GRADUATE									
Distance (80-100%)	1,593	1,747	1,825	2,050	2,109	2,172	2,243	2,314	2,384
Hybrid (50-79%)	211	215	234	204	69	69	72	74	75
Classroom (0-50%)	6,003	6,006	6,223	6,300	6,510	6,613	6,523	6,565	6,603
Subtotal	7,807	7,968	8,282	8,554	8,688	8,854	8,839	8,953	9,062

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Classroom/Traditional**, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element 2052.



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ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

									Planned Annual
	2015-16 ACTUAL	2016-17 ESTIMATE	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN	Growth Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	11,744	11,873	11,982	12,094	12,178	12,301	12,431	12,571	0.96%
UPPER	18,538	18,072	18,388	18,588	18,900	19,255	19,630	20,028	1.72%
GRAD I	4,445	4,199	4,298	4,381	4,466	4,556	4,648	4,744	1.99%
GRAD II	1,161	1,160	1,175	1,193	1,211	1,229	1,247	1,266	1.50%
TOTAL	35,888	35,304	35,844	36,256	36,755	37,340	37,956	38,609	1.50%
NON RESIDENT									
LOWER	1,419	1,512	1,492	1,498	1,503	1,510	1,517	1,524	0.42%
UPPER	1,455	1,709	1,692	1,699	1,723	1,748	1,774	1,800	1.25%
GRAD I	1,477	1,607	1,612	1,619	1,625	1,631	1,639	1,646	0.41%
GRAD II	925	998	1,001	1,006	1,011	1,016	1,021	1,026	0.50%
TOTAL	5,276	5,826	5,797	5,822	5,863	5,905	5,950	5,996	0.68%
TOTAL									
LOWER	13,163	13,385	13,475	13,592	13,682	13,810	13,948	14,095	0.90%
UPPER	19,993	19,781	20,080	20,288	20,623	21,003	21,402	21,827	1.68%
GRAD I	5,922	5,806	5,910	6,000	6,091	6,187	6,286	6,390	1.57%
GRAD II	2,086	2,158	2,176	2,199	2,222	2,245	2,269	2,292	1.04%
TOTAL	41,164	41,130	41,641	42,078	42,619	43,245	43,905	44,604	1.38%
NOT STATE FUNDA	ABLE								
LOWER	632	657	661	664	667	669	672	675	0.43%
UPPER	430	352	350	353	360	367	374	382	1.73%
GRAD I	630	657	668	669	672	674	676	678	0.32%
GRAD II	49	75	76	76	76	77	77	77	0.43%
TOTAL	1,741	1,741	1,755	1,763	1,775	1,786	1,799	1,813	0.65%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2022-23 value divided by the 2017-18 value) to the (1/5) exponent minus one.

Medical Student Headcount Enrollments (E&G)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Annual
	ACTUAL	ESTIMATE	PLAN	PLAN	PLAN	PLAN	PLAN	PLAN	Growth
MEDICAL DOCTORA	TES								
RESIDENT	430	404	393	390	388	386	386	386	-0.36%
NON-RESIDENT	74	91	107	106	105	104	104	104	-0.57%
TOTAL	504	495	500	496	493	490	490	490	-0.40%



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ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2017-18

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2016 Work Plan list for programs under consideration for 2017-18.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT in 5th year	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
BS Biomedical Engineering (USF)	14.0501	STEM	FGCU, FIU, UF	0%	100	Fall 2017
BS Risk Management/Insurance (USFSM)	52.1701	GAP ANALYSIS	FSU	0%	25	Spring 2018
BA Sustainable Studies (USFSP)	30.3301	STEM	UF	0%	75	Fall 2017
BS Computational & Applied Mathematics (USFSP)	27.0304	STEM	None	0%	55	Fall 2017
MASTER'S, SPECIALIST AND OTH MS Learning Design and Technology (USF)	IER ADVAN 13.0501	CED MASTE STEM	R'S PROGRAMS FAU, FSU, UCF, UWF	75%	80	Spring 2018
DOCTORAL PROGRAMS N/A						



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New Programs For Consideration by University in 2018-19
These programs will be used in the 2017 Work Plan list for programs under consideration for 2018-20.

		AREA OF STRATEGIC	OTHER UNIVERSITIES WITH SAME	OFFERED VIA DISTANCE LEARNING	PROJECTED ENROLLMENT	PROPOSED DATE OF SUBMISSION
PROGRAM TITLES	6-digit	EMPHASIS	PROGRAM	IN SYSTEM	in 5th year	TO UBOT
BACHELOR'S PROGRAMS						
BS Public Relations, Advertising, And Applied Communications (USF)	09.0900	GAP ANALYSIS	FSU	0%	580	Fall 2018
Management Science (USFSP)	52.1301	STEM	UF	0%	100	Fall 2018
Management Science (USFSM)	52.1301	STEM	UF	0%	25	Spring 2019
General Studies (USFSP)	24.0102	None	UCF	100%	100	Fall 2018
Environmental Chemistry (USFSP)	40.0509	STEM	None	0%	40	Fall 2018
Logistics, Materials, & Supply Chain Management (USF)	52.0203	STEM	FPU, UNF, UWF	0%	300	Fall 2018
BS Cybersecurity (USF)	43.0303	STEM	None	0%	250	Fall 2018
MASTER'S, SPECIALIST AND OTHER A	DVANCED I	MASTER'S F	PROGRAMS			
MS Public Relations, Advertising, And Applied Communications (USF)	09.0900	GAP ANALYSIS	FSU, UNF	0%	68	Fall 2018
Biology/Biological Sciences, General (USFSM)	26.0101	STEM	FAMU, FAU, FIU, FSU, UCF, UNF, UWF	0%	25	Spring 2019
Logistics, Materials, & Supply Chain Management (USF)	52.0203	STEM	FAMU	0%	100	Fall 2018
DOCTORAL PROGRAMS						
OTD Occupational Therapy (USF)	51.2306	HEALTH	None	0%	80	TBD
PhD Pharmacy (USF)	51.2099	HEALTH	FAMU, UF	0%	20	TBD
Informatics (USF)	11.0104	STEM	UF	0%	30	Fall 2018



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UNIVERSITY REVENUES

University Revenues (in Millions of Dollars)

Education & General	2015-16	2016-17
Education & General	Actual	Estimates
Main Operations		
State Funds	\$294.80	\$310.95
Tuition	\$203.00	\$217.02
SUBTOTAL	\$497.80	\$527.97
Health-Science Center / Medical Schools		
State Funds	\$73.90	\$74.49
Tuition	\$55.30	\$64.70
SUBTOTAL	\$129.20	\$139.19
EDUCATION & GENERAL TOTAL REVENUES	\$627.10	\$667.16

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report).

OTHER BUDGET ENTITIES

Auxiliary Enterprises	\$212.20	\$219.1
Contracts & Grants	\$310.90	\$304.8
Local Funds	\$432.00	\$433.3
Faculty Practice Plans	\$237.20	\$267.6



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UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

SEE INDIVIDUAL USF SYSTEM MEMBER INSTITUTION WORK PLANS



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DEFINITIONS

Performance Based Funding	
1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) One Year After Graduation	This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 40). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours	This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS.
4. Six Year FTIC Graduation Rate	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).
5. Academic Progress Rate 2nd Year Retention with GPA Above 2.0	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).
6. University Access Rate Percent of Undergraduates with a Pell-grant	This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).
7. Bachelor's Degrees within Programs of Strategic Emphasis	This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).



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8a. Graduate Degrees within Programs of Strategic Emphasis	This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C).
8b. Freshmen in Top 10% of High School Class Applies to: NCF	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set (C10).
BOG Choice Metrics	
9a. Percent of Bachelor's Degrees Without Excess Hours	This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).
9b. Number of Faculty Awards	This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).
9c. National Ranking for University	This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review.
BOT Choice Metrics	
10a. Percent of R&D Expenditures Funded from External Sources FAMU	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU	This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).



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10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU	This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.
10d. Percent of Undergraduate Seniors Participating in a Research Course NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
10e. Number of Bachelor Degrees Awarded Annually UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
10f. Number of Licenses/Options Executed Annually UF	This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida.
10g. Percent of Undergraduate FTE in Online Courses UNF	This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research Univer	Preeminent Research University Funding Metrics		
Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').		
Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.		



UNIVERSITY OF SOUTH FLORIDA – SYSTEM

Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBFGRADUATION_and_RETENTION_Methodology_FINAL.pdf .
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Science & Engineering Research Expenditures (\$M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures (\$M)	Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size (\$M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



UNIVERSITY OF SOUTH FLORIDA – SYSTEM

Key Performance Indicators	
Teaching & Learning Metrics	
Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).
Professional/Licensure Exam First-time Pass Rates	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Average Time to Degree for FTIC in 120hr programs	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.
FTIC Graduation Rates In 4 years (or less)	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the same institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code — as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice — whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once — even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.
Adult (Aged 25+) Undergraduates Enrolled Fall term	This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.).
Percent of Bachelor's Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
Percent of Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).



UNIVERSITY OF SOUTH FLORIDA – SYSTEM

Scholarship, Research & Innovati	tion Metrics
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html.
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A).
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A).



State University System of Florida BOARD of GOVERNORS

University of South Florida - St. Petersburg to the Board of Trustees, 6/8/2017 2017 Work Plan Presentation

In preparation for presentation to the FL BOG, June 20-22, 2017



University of South Florida - St. Petersburg 2017 Work Plan: Key Initiatives

Key Initiatives & Investments (within 3 years)

1. Develop and implement initiatives to improve student academic progress and graduation.

Develop and implement focused initiatives to improve faculty excellence. 3. Provide the requisite physical, human and technological infrastructure for USFSP to sustain its current areas of excellence and to grow by design.

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BOG 2017-18 PBF Benchmarks

	Pe	rforma	nce B	ased Fu	unding	Mode	2017-1	8 Benc	Performance Based Funding Model 2017-18 Benchmarks			
							EX CELLENCE (Achieving System Goals)	EX CELLENCE	oaks)			
	Points		10	6	۵	_	٥	2	-	m	2	-1
Key Metr	Key Metrics Common to All Universities	i <u>ë</u> .										
₩	Percent of Backelor's Graduantss Employed (\$25,000+) and/or Continuing their Education Further 1 Yrafter Graduation		72.8%	70.5%	88 %.c.	%0:99 ***********************************	63.7%	61.4%	59.2%	\$6.9%	54.6%	62.3%
7	Median Wages of Bachelor's Graduates Employed Full time One Year After Graduation		\$40,700	\$38,200	\$35,700	0 \$33,200	0 \$30,700	0 \$28,200	0 \$25,700	\$23,200	\$20,700	\$18,200
m	Net Tuition & Fees per 120 Credit Hours		000'6\$	\$10,000	\$11,000	0 \$12,000	00 \$13,000	0 \$14,000	0 \$15,000	\$16,000	\$17,000	\$18,000
4	Six Year Grad ustion Pate Foll-time and Park time FTIC		%0%	%8.88 %8.88	87.5%	%E:99	85%	83.8%	62.5%	613%	%09	58.8%
r.	Academic Progress Rate 2nd Year Retantion with GPA Above 2.0	62.0	% 8	% 88 88 88	87.5%	86.3%	85%	83.08 80.08	82.5%	813%	%08	78.8%
e e	Buche bris Degree's Awarded in Arras of Strategic Emphasis (includes STEM)	ires of	8 8	47.5%	85%	42.5%	.8	37.5%	8	32.5%	%0°	27.5%
7	University Access Rate Percent of Undergradiantes with a Pali- grant	Pai:	8 %	28.8%	27.5%	26.3%	25%	23.8%	22.5%	213%	20%	18.8%
%.A.	Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM)	15 18 19	88 %	57.5%	\$50	52.5%	× 50 × ×	47.5%		425%	86	37.5%
9.A.	Percent of Bachebr's Degrees without Excess Hours	thout	8 %	77.5%	75%	72.5%	% OZ %	67.5%	% %	825%	%09 %09	57.5%
					$ \cdot $		$\left \cdot \right $		$\left \cdot \right $			
10.H.	USF - Number of Postdoctoral Appointees	ppointees	200	190		180 17	170 160	0 150	140	130	120	110
					-		IMPROVEMENT	EMENT	-		-	
	%Improvement	5.0%	4.5%	Н	4.0%	3.5%	3,0%	25%	2.0%	15%	1.0%	0.5%
	Points	10	6		00	7	9	2	4	m	7	1

Points

Points

10 9 8 7

Refer to receive points.

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University of South Florida - St. Petersburg 2017 Work Plan: Performance Funding Goals

	2018-19	77.0%	
in the Nation]	2017-18	75.0%	%0.92
; anywhere in th	2016-17	73.0%	73.0%
within one-year	2015-16	71.0%	71.0%
ed (\$25,000+) [within	2014-15	%0.69	%69
ed or Employ	2013-14	67.1%	
duates Enroll	2012-13	61.1%	
f Bachelor's Gra	2011-12		
1. Percent of B	2010-11		

	2018-19	\$38,400	
e Nation]	2017-18	\$37,800	\$37,800
nywhere in the Nation	2016-17	\$37,200	\$37,200
nin one-year, a	2015-16	\$36,600	\$36,300
Full-time [withi	2014-15	\$36,000	\$36,000
es Employed l	2013-14	\$35,400	
lor's Graduate	2012-13	\$34,800	
2. Median Wages of Bachelor's Gi	2011-12	\$34,900	
2. Median Wa	2010-11	\$33,000	

			-					
2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12
		Indergraduates]	s for Resident L	Credit Hour	n & Fees per 120	ent [Net Tuitio	ost to the Stud	3. Average Ci

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
			Reported	Reported at the USF System Level	em Level			
4. FTIC Six-	4. FTIC Six-Year Graduation Rate	on Rate						
2006-12	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20
31.6%	41.4%	31.6%	38.3%	36.8%	/00/36	/00 06	4E 08/	700/
(+17%)	(+20%)	(+22%)	(+22%)	(+14%)	30.0%	39.0%	43.0%	34.0%
				42.0%	44.0%	45.0%	20.0%	

58.9%57.3%61.6%66.9%65.5%73.0%78.0%83.0%88.0%(+16.1%)(+15.8%)(+9.5%)(+9.5%)(+7.9%)78.0%83.0%88.0%	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
(+15.8%) (+12.6%) (+9.5%) (+7.9%) (5.0% 63.0 %	28.9%	57.3%	61.6%	%6.99	65.5%	/30.067	70 0%	/80 00	00
	+16.1%)	(+15.8%)	(+12.6%)	(+6.5%)	(+7.9%)	73.0%	7.0.0%	63.0%	00.0%



University of South Florida - St. Petersburg 2017 Work Plan: Performance Funding Goals (cont.)

	2019-20	20.0%	
	2018-19	47.0%	45.0%
phasis	2017-18	45.0%	43.0%
in Programs of Strategic Emphasis	2016-17	44.0%	43.0%
Programs of	2015-16	43.3%	43.0%
arded within	2014-15	42.3%	
Degrees Aw	2013-14	36.5%	
Percentage of Bachelor's De	2012-13	35.9%	
6. Percentage	2011-12	38.0%	

	FALL 2019	42.0%	·
	FALL 2018	42.0%	40.0%
	FALL 2017	42.0%	40.0%
<u></u>	FALL 2016	42.0%	40.0%
graduates with a Pell grant]	FALL 2015	42.3%	40.0%
lergraduates w	FALL 2014	43.3%	
Percent of Unc	FALL 2013	40.0%	
Access Rate [Per	FALL 2012	39.5%	
7. University	FALL 2011	37.5%	

	2019-20	30.2%	
	2018-19	30.2%	30.2%
mphasis	2017-18	30.2%	30.0%
f Strategic Emp	2016-17	30.2%	30.2%
Programs of	2015-16	28.4%	30.2%
rded within	2014-15	29.7%	
Degrees Awa	2013-14	33.5%	
of Graduate	2012-13	35.7%	
8. Percentage	2011-12	34.9%	

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
22.0%	64.2%	%6'.29	69.4%	76.5%	77.0%	78.0%	79.0%	80.08
				70.0%	72.0%	74.0%	76.0%	

2010	2011	2012	2013	2014	2015	2016	2017	2018
0	0	0	0	0	0	0	2	2
				0	0	0	2	

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2017 Work Plan: Key Performance Indicators University of South Florida - St. Petersburg

Teaching & Learning Metrics

	0.700
ealth	07 L700
grees in STEM & Health	L7 7700
's Deg	77 0700
ent of Bachelor	07 0700
Metric 1. Perc	07 7700

Metric 2. Percent of Undergraduate FTE in Online Courses

14101110 - 1 011	ברוונ מו מומרו	Monte T. I ciccili di cilaci Bradanc I I I	יוו סווווור כסמופכפ	CT 0 CO				
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
31%	33%	32%	32%	32%	32%	33%	33%	33%
				/00 CC	/00 CC	/00	/00 66	

Institution Specific Metrics

2019-20	424	
2018-19	400	400
2017-18	390	390
2016-17	370	370
2015-16	367	360
2014-15	349	
2013-14	309	
2012-13	304	
2011-12	178	
	2012-13 2013-14 2014-15 2015-16 2016-17 2017-18 2018-19	2012-13 2013-14 2014-15 2015-16 2016-17 2017-18 2018-19 2018-19 304 309 349 367 370 390 400

Metric 2. Percent of Course Sections Offered via Distance and blended Learning 2011-12 2012-13 2013-14 2014-15 2014-16 2015-16 2016-17 2017-18 2018-19 2019-20 16% 18% 18% 22% 24% 26% 26% 26% 26% 25.0% 25.0% 26.0% 26.0% . . .			ı .	
Tercent of Course Sections Offered via Distance and blended Learning 2012-13 2013-14 2014-15 2015-16 2016-17 2017-18 18% 22% 24% 26% 26% 25.0% 26.0% 26.0% 26.0%		2019-20	798	
2012-13 2013-14 2014-15 2015-16 2016-17 18% 22% 24% 26.0%		2018-19	76%	26.0%
Tercent of Course Sections Offered Via Distance and Blende 2012-13 2013-14 2014-15 2015-16 18% 18% 22% 24% 25.0%	ad	2017-18	79%	26.0%
2012-13 2013-14 2014-15 18% 18% 22%	nded Learnin	2016-17	79%	26.0%
2012-13 2013-14 18% 18%	ance and blei	2015-16	24%	25.0%
2012-13 18%	rered via Dist	2014-15	22%	
Fercen	e sections Or	2013-14	18%	
2011-12 2011-12 16%	cent or Cours	2012-13	18%	
	Metric 2. Fer	2011-12	16%	

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University of South Florida - St. Petersburg 2017 Work Plan: Enrollment

Headcount Enrollment by Level (for Fall terms)

	2012 ACTUAL	2013 ACTUAL	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 PLAN	2018 PLAN	2019 PLAN	2020 PLAN
UNDERGRADUATE	4,014	3,950	3,835	3,945	4,028	4,783	5,024	5,275	5,538
MASTER'S	457	552	530	540	556	584	209	631	959
RESEARCH PHD	1	ı	ı	ı	ı	ı	ı	ı	ı
PROFESSIONAL PHD	ı	I	ı	ı	I	ı	ı	ı	ı
UNCLASSIFIED	219	238	231	264	221	286	297	308	319
TOTAL	4,690	4,740	4,596	4,749	4,805	5,653	5,928	6,214	6,513

Distance Learning as a Percentage of Total Enrollment

	2011-12 ACTUAL	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN
UNDERGRADUATE	31%	33%	32%	32%	32%	32%	32%	32%	32%
GRADUATE	33%	40%	43%	46%	46%	45%	45%	45%	45%
TOTAL	31%	34%	33%	34%	34%	33%	33%	33%	33%



University of South Florida - St. Petersburg 2017 Work Plan: New Programs

New Programs For Consideration by University in AY 2017-18

PROGRAM TITLES	AREA OF STRATEGIC EMPHASIS	# OF OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED
BACHELOR'S PROGRAMS			
BA Sustainability Studies (USFSP)	STEM	1	Z
MASTER'S PROGRAMS			
BS Computational & Applied Mathematics (USFSP)	STEM	0	Z
DOCTORAL PROGRAMS			
N/A			

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State University System of Florida BOARD of GOVERNORS

University of South Florida - Sarasota-Manatee to the Board of Trustees, 6/8/2017 2017 Work Plan Presentation

In preparation for presentation to the FL BOG, June 20-22, 2017



University of South Florida - Sarasota-Manatee 2017 Work Plan: Key Initiatives

Key Initiatives & Investments (within 3 years)

1. Reach the goals of the USF Sarasota-Manatee 2015-20 Strategic Plan, Focus on Quality 2020.

2. Expand STEM and Areas of Strategic Emphasis offerings.

3. Preserve, grow, and diversify USF Sarasota-Manatee resources.

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BOG 2017-18 PBF Benchmarks

						100	EX CELLENCE	EX CELLENCE	nalel			
	Points		10	en en	00	-	6	S Stern C	1 tomo	10	2	-
y Metr	Key Metrics Common to All Universities	ities										
1	Percent of Backs br's Gmalustes Employed (\$25,000+) and/or Continuing their Education Further 1 Yretter Gmalustion	ntinuing	72.8%	70.5%	88 3%	66.0%	637%	61.4%	59.2%	56.9%	54.6%	623%
7	Median Wages of Backelor's Graduates Employed Full time One Year After Graduation	g .	\$40,700	\$38,200	\$35,700	\$33,200	\$30,700	\$28,200	\$25,700	\$23,200	\$20,700	\$18,200
m	Net Tuition & Fees per 120 Credit Hours	# Hours	\$9,000	\$10,000	\$11,000	\$12,000	\$13,000	\$14,000	\$15,000	\$16,000	\$17,000	\$18,000
4	Six Year Graduation Rate Full-time and Park time FTIC		70%	68.8%	67.5%	66.3%	%99	63.8%	62.5%	613%	%09	%8 8 8 % 8 8 8 %
S	Academic Prograss Rate 2nd Year Resonation with GPA Above 2.0	0.e.2.0	*8	% 88 88 88 88	87.5%	86.3%	% \$98	83.8	82.5%	81,3%	%08	78.8%
9	Bochebr's Degree's Awarded in Arcas of Strategic Emphraia (inclodes STEM)	Arms of	%09 %	47.5%	46%	42.5%	40%	37.5%	36%	32.5%	30%	27.5%
7	University Access Pate Percent of Undergrad water with a Pali great	o Pali:	30%	288%	27.5%	26.3%	26%	23.8%	22.5%	213%	20%	18.8%
%.A.	Graduste Degrees Awarded in Areas of Strategie Emphasis (inclodes STEM)	irem of	% 8	67.5%	\$50	62.5%	%09 **	47.5%	*9	425%	%0	37.5%
9.A.	Penent of Bache br's Degrees without Excess Hours	ithout	%08	77.5%	76%	72.5%	70%	87.5%	% %	62.5%	%09	57.5%
10.H.	USF - Number of Postdoctoral Appointees	Appointees	200	190	180	0 170	0 160	150	140	130	120	110
				0			IMPROVEMENT	MENT	-			
	% Improvement	5.0%	45%		4.0%	3.5%	30%	25%	2.0%	15%	1.0%	86.0
	Points	10	G.		8	7	9	2	7	n	2	1

Note: for Metric 3 only the percentage improvementshould to negative in order to receive points.

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University of South Florida - Sarasota-Manatee 2017 Work Plan: Performance Funding Goals

2018-19 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) [within one-year, anywhere in the Nation] 74.8% 2017-18 73.8% 2015-16 72.8% %9.69 63.5% 2013-14 62.8% 2012-13

	19	00	
	2018-19	\$42,200	٠
in the Nation]	2017-18	\$41,700	\$37,500
e-year, anywhere in the Natior	2016-17	\$41,200	\$37,000
within one	2015-16	\$40,700	\$36,500
s Employed Full-time	2014-15	\$39,000	\$36,000
uates Employ	2013-14	\$36,200	
helor's Grad	2012-13	\$36,000	
2. Median Wages of Bachelor's Gr	2011-12	\$33,200	
2. Median V	2010-11	\$33,600	

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates] 2013-14 2012-13 2011-12

Reported at the USF System Level

6 2011-17 2012-18 2013-19 . 55.0%		%0.09	2014-20	
2011-17	29.0%	22.0%	2013-19	
			2012-18	
9		•	2011-17	
2010-1			2010-16	
		•	2009-15	
ion Rate 2008-14		•	2008-14	lon
cear Graduat		•	2007-13	ear Graduat
4. FTIC Six-Year Graduati 2006-12 2007-13		•	2006-12	4. FTIC Six-)

	9 2019-20	%U Ub		. 9
	2018-19	70U 98	,0.00	%0'98
	2017-18	%U V8	04.0%	84.0%
a 2.0 GPA]	2016-17	70U C8	02.070	82.0%
cond Year Retention Rate with At Least a 2.0 GPA	2015-16	74.7%	(+2.8%)	80.2%
ar Retention Ra	2014-15	78.7%	(+8.0%)	
ate [Second Ye	2013-14	%6.69	(+7.2%)	
Academic Progress Rate [Se	2012-13			
5. Academ	2011-12	•		

12



2017 Work Plan: Performance Funding Goals (cont.) University of South Florida - Sarasota-Manatee

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

2019-20	20.0%	
2018-19	48.0%	45.0%
2017-18	45.0%	44.0%
2016-17	42.0%	43.0%
2015-16	37.0%	42.0%
2014-15	41.1%	
2013-14	33.9%	
2012-13	39.8%	
2011-12 2012-13 201	34.4%	

7. University Access Rate [Percent of Undergraduates with a Pell grant]

FALL 2019	45.0%	
FALL 2018	45.0%	41.0%
FALL 2017	44.4%	41.0%
FALL 2016	44.4%	41.0%
FALL 2015	44.4%	41.0%
FALL 2014	45.2%	
FALL 2013	40.7%	
FALL 2012	41.7%	
FALL 2011	49.9%	

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

2019-20	30.0%	
2018-19	25.0%	20.5%
2017-18	20.0%	20.0%
2016-17	12.0%	19.5%
2015-16	24.5%	19.0%
2014-15	12.0%	
2013-14	27.3%	
2012-13	30.0%	
2011-12	43.1%	

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

2013-14 2014-15 75 4% 71 7%
7

10. BOT Choice: Postdoctoral Appointees

	Fall 2018	2	
	Fall 2017	2	5
	Fall 2016	2	5
	Fall 2015	2	5
	Fall 2014	0	0
	Fall 2013	0	
7.7	Fall 2012	0	
	Fall 2011	0	
	Fall 2010	0	



University of South Florida - Sarasota-Manatee 2017 Work Plan: Key Performance Indicators

Teaching & Learning Metrics

Metric 1. Fre	shmen in To	Metric 1. Freshmen in 1 op 10% of High School Class	n School Clas					
Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
	12%	30%	76%	78%	30%	31%	32%	33%
				76%	27.0%	28.0%	29.0%	
Metric 2. Per	Metric 2. Percent of Undergraduate		FTE in Online Courses	Courses				
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
45%	49%	20%	49%	52%	23%	25%	22%	22%
				52.4%	52.7%	25.9%	53.1%	

Institution Specific Metrics

Metric 1. Percent of Non-White Faculty and Staff

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
14%	14%	18%	19%	20%	20%	20%	21%	21%
				19%	20%	20%	21%	

Metric 2. Percent of Hispanic and African American Students

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
19%	19%	70%	70%	19%	22%	23%	24%	25%
				21%	22%	23%	24%	

4



University of South Florida - Sarasota-Manatee 2017 Work Plan: Enrollment

Headcount Enrollment by Level (for Fall terms)

	2012 ACTUAL	2013 ACTUAL	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 PLAN	2018 PLAN	2019 PLAN	2020 PLAN
Undergraduate	1,712	1,671	1,692	1,757	1,794	1,878	1,972	2,080	2,205
Master's	140	128	120	174	178	186	195	206	218
Research PhD	1	ı	1	ı	ı	1	ı	ı	ı
Professional PhD	ı	I	ı	ı	I	ı	ı	ı	ı
Unclassified	100	88	105	113	108	114	120	126	134
Total	1,952	1,887	1,917	2,044	2,080	2,178	2,287	2,412	2,557

Distance Learning as a Percentage of Total Enrollment

	2011-12 ACTUAL	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN
UNDERGRADUATE	45%	49%	20%	49%	52%	23%	25%	25%	25%
GRADUATE	19%	23%	23%	35%	31%	32%	36%	36%	36%
TOTAL	43%	47%	48%	48%	51%	51%	53%	53%	53%



University of South Florida - Sarasota-Manatee 2017 Work Plan: New Programs

New Programs For Consideration by University in AY 2017-18

PROGRAM TITLES	AREA OF STRATEGIC EMPHASIS	# OF OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED
BACHELOR'S PROGRAMS			
BS Risk Management/Insurance (USFSM)	GAP ANALYSIS	1	Z
MASTER'S PROGRAMS			
N/A			
DOCTORAL PROGRAMS			
N/A			



State University System of Florida BOARD of GOVERNORS

Jniversity of South Florida - Tampa to the Board of Trustees, 6/8/2017 2017 Work Plan Presentation

In preparation for presentation to the FL BOG, June 20-22, 2017



University of South Florida - Tampa 2017 Work Plan: Key Initiatives

Key Initiatives & Investments (within 3 years)

1. Graduate well-educated global citizens through a continued commitment to student success. 2. Produce high-impact research and innovation that will change lives for the better, improve health, and foster positive societal change.

opportunities that will maintain USF's position as a highly effective 3. Create new partnerships, seek new efficiencies, and cultivate economic engine for Florida.



BOG 2017-18 PBF Benchmarks

	P	rform	ance B:	ased Fu	Inding ¹	Performance Based Funding Model 2017-18 Benchmarks	017-18	Benchr	narks			
						(Ach	EX CELLENCE	EXCELLENCE Achieving System Goals)	(s)			
	Points		10	6	œ	7	9	2	7	e	2	1
Key Meti	Key Metrics Common to All Universities	ties										
	Percent of Backelor's Graduates Employed (\$25,000+) and/or Continuing their Education Further 1 Yrafter Graduation	guinnis	72.8%	70.5%	%E:38	%0.88	63.7%	61.4%	59.2%	56.9%	54.6%	62.3%
7	Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	ă	\$40,700	\$38,200	\$35,700	\$33,200	\$30,700	\$28,200	\$25,700	\$23,200	\$20,700	\$18,200
m	Net Tuition & Fees per 120 Credit Hours	Hours	000'6\$	\$10,000	\$11,000	\$12,000	\$13,000	\$14,000	\$15,000	\$16,000	\$17,000	\$18,000
4	Six Year Grad uption Pate Foll-time and Park time FTIC		%0%	%8.88 %8.88	%5.78	96.3%	850	83.8%	62.5%	613%	%09	58.8%
ιΩ	Academic Progress Pate 2nd Year Ketendion with GPA Above 2.0	0.7.0	8 %	88 88 88	87.5%	86.3%	85 %	% 80.00 %	82.5%	813%	%08 %08	78.8%
φ	Beche br's Degree's Awarded in Arms of Strategic Emphre is (includes STEM)	ones of	8 %	47.5%	45%	42.5%	%04	37.5%	8	32.5%	30%	27.5%
7	University Access Rate Percent of Undergradua ass with a Pail: grant	95 	8 8	28.8%	27.5%	26.3%	25%	23.8%	22.5%	213%	20%	18.8%
⊗.A.	Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM)	†o	8 %	57.5%	55 %	52.5%	% % %	47.5%	2 8	42.5%	8 %	37.5%
9.A.	Percent of Bachebr's Degrees without Excess Hours	thont	%8	77.5%	75%	72.5%	%02	87.5%	% %	62.5%	%09	57.5%
10.H.	. USF - Number of Postdoctoral Appointees	ppointees	200	190	180	170	160	150	140	130	120	110
					-	M	IMPROVEMENT	AENT	_		_	
	% Improvement	5.0%	45%	8 4.0%	\dashv	3.5%	3.0%	25%	2.0%	15%	1.0%	0.5%
	Points	10	6	9		7	9	2	->	3	2	1
Note: For h	Note: For Metric 3 only the percentage improvementshould be negative in order to receive points	ovements	Hould be no	ess tive in or	der to receiv	e points.						

Note: For Metric 3 only the percentage improvement should be negative in order to receive points.



2017 Work Plan: Performance Funding Goals University of South Florida - Tampa

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) [within one-year, anywhere in the Nation]

	2018-19	77.0%	
t tile ivationi	2017-18	75.0%	74.0%
one-year, any where m	2016-17	73.0%	72.0%
/ [within one-ye	2015-16	%0.02	%0:02
・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・	2014-15	%9.69	%8.99
ica oi riiipio	2013-14	82:89	
dades Line	2012-13	64.9%	
acticiot o Ota	2011-12	•	
T. I CICCIII OI DACIICIOI 3 CIAMMAICS FIII	2010-11	•	

2. Median Wages of Bachelor's Graduates Employed Full-time [within one-year, anywhere in the Nation]

	2018-19	\$40,700	
rancil	2017-18	\$39,500	\$38,500
ALLY WILLIAM THE	2016-17	\$39,000	\$38,000
ונונווו סווכ-) כמו, מ	2015-16	\$38,500	\$37,500
	2014-15	\$38,000	\$37,000
to Title of	2013-14	\$36,500	
IOI O CIANARI	2012-13	\$35,300	
i Micalail Masco of Eachloid Solad	2011-12	\$34,700	
- MICHIEL AA	2010-11	\$33,200	

3. Average Cost	t to the Stud	lent [Net Tuitic	on & Fees per 12	O Credit Hours	or Kesident Un	dergraduates]		
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
			Reported	Reported at the USF System Level	em Level			

	Ical Gladuan	OII IVAIC						
2006-12	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20
26.0%	62.5%	%9.99	68.1%	67.3%	71 0%	%U 62	75 0%	77 0%
(+1%)	(+1%)	(+1%)	(+1%)	(+1%)	0/T.7	73.0%	0.0.6	0/0//
				86.3%	70.0%	72.0%	74.0%	

85.0% 86.4% 86.7% 85.6% 87.9% 88.0% 89.0% 90.0% (+0.3%) (+1.5%) (+1.5%) (+0.1%)	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
(+0.2%) (+0.3%) (+1.5%) (+0.1%) OO:U/O OO:U/O	85.0%	86.4%	86.7%	85.6%	82.9%	70U 00	%U 08	%U U0	700 00
	(+0.3%)	(+0.2%)	(+0.3%)	(+1.5%)	(+0.1%)	0.00	07.070	90.06	30.06



University of South Florida - Tampa 2017 Work Plan: Performance Funding Goals (cont.)

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
50.2%	51.7%	53.5%	26.6%	62.0%	62.0%	62.0%	63.0%	63.0%
				22.0%	22.0%	22.0%	57.0%	

	FALL 2019	40.0%	
	FALL 2018	40.0%	40.0%
	FALL 2017	40.0%	40.0%
	FALL 2016	40.0%	40.0%
a Pell grant]	FALL 2015	40.9%	40.0%
raduates with a	FALL 2014	42.8%	
ercent of Underg	FALL 2013	42.5%	
University Access Rate [Percent of Under	FALL 2012	42.4%	
7. University	FALL 2011	42.2%	

	2019-20	78.0%	
	2018-19	78.0%	76.3%
	2017-18	78.0%	76.3%
gic Emphasis	2016-17	78.0%	76.3%
rams of Strate	2015-16	78.0%	76.3%
d within Prog	2014-15	76.3%	
egrees Awarde	2013-14	71.5%	
Percentage of Graduate Degrees A	2012-13	71.5%	
8. Percentage	2011-12	%5'69	

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
52.0%	26.6%	62.8%	65.1%	75.5%	77.0%	78.0%	79.0%	80.0%
				67.5%	%0'02	72.5%	75.0%	

: Postdo 2011
a



BOG Preeminence Certification





Tampa	
USF	900

CATERIA	Awerage GPA and SAT Score A to 2 submot for rooming freshman in Fal semester	Nutional Public University funding	C Freehman Retention Rala	Cyear Graduation Rate	1	adical second francisco process	Total Annual Research Expenditures (Consecut Expenditures	Total Annua Research Expenditure in Evertified Not-Health Sciences	National Ranking in Research Rippind Duffe is need a fill it evapores so remove in Net declarate palitic is process evapored in	Patents Awarded (1974)	Doctoral Degrees Americal Amusily include frament Science Degrees and Metaphinetic framework Science Segmen	R. Number of Post-Doctional Appointmen	L Endowment Size (\$M)		ALT A-year Graduation Nate D gradue, PTC1	ALIA .
	Soore	afty Ruckling	4			adiana.	Expenditree	Expenditure th Sciences	MATCH STATE CONSISTS OF C. SPINS INSTITUTES		the Amushy	al Appointmes		NUMBER		THE RESIDENCE AND ADDRESS OF THE PARTY OF TH
source	100	1	1959	10201	1	11	113	11	117	138	of party	A CAMPA	ij	OF CURRE	Williams 202-16	and the second
12.00	25	March Child	47.5	30102	ž	101	2017	8-5100	24.48	10.75 R	84	8 8	2015-16	INT CRIT	845A	100
SENCOMPS.	4.0 GPA 1206 SAT	Top 50	2.80%	276%			2 \$200 M	2. \$150 M	5 in Top 100	2 100	2.400	2 200	M 0054-	NUMBER OF CURRENT CRITERIA MET:	2.80%	TOTA MET
-	3.5	0	909		o	ō	88	8	o	13	22	21	\$116	0	10	
640	3072	ó	1446	\$08	64	8	52	23	О	a	\$	on	\$257	0	25%	•
2	3.5	÷	168	8		7	22.22	\$122	ió	24	755	60	\$17.5	*	28%	1
4	177		100	1		+	\$243	\$23)	*	101	8	212	\$565	113	\$59	:
3	4.0	94	No.	\$49	-		\$166	\$180	*	178	077	8	\$146	*	44	
5	1281	a	*	87.8	22	22	\$742	3	*	307	1,579	5779	\$1,468	12	81.5°	:
TAMPA	1225	*	\$0.1%	É		40	3	8230	16.	314	ğ	128	95.55	97	25.0	

See sourch and notes on next page liven highlights indicate that the criteria for the matric was achieved.



University of South Florida - Tampa 2017 Work Plan: Preeminent Funding Metrics

Average GP. Fall 2012	1. Average GPA and SAT Score Fall 2012 Fall 2013 F	score Fall 2014	Fall 2015	Fall 2016	Fall 2017 4.1	Fall 2018 4.1	Fall 2019	Fall 2020
13	1200	1197	1223	1226	1280	1282	1285	1290
				4.1	4.05	4.075	4.10	
				1220	1222	1224	1226	
ersi	ty Nation 2014	 Public University National Ranking [Tc 2013 2013 	op50 rankings ba 2016	ased on BOG's o	Top50 rankings based on BOG's official list of publications]	olications]	2020	2021
	1	3	4	4	2	2	5	5
				5	5	5	5	
ete	ntion Rate 2012-13	 Freshman Retention Rate [Full-time students as reported to IPEDS] 2011-12 2012-13 2013-14 2014-15 2015-1 	ents as reported 2014-15	to IPEDS] 2015-16	2016-17	2017-18	2018-19	2019-20
	%68	%68	%88	%06	91%	92%	93%	93%
				%06	91%	95%	%86	
ıa	tion Rate [2007-13	4. 6-year Graduation Rate [Full-time students as reported to IPEDS] 2006-12 2007-13 2008-14 2009-15 2010	nts as reported to 2009-15	o IPEDS] 2010-16	2011-17	2012-18	2013-19	2014-20
	62.5%	%9.99	68.1%	67.3%	71.0%	73.0%	75.0%	77.0%
				66.5	%0.07	72.0%	74.0%	
ad	5. National Academy Memberships	berships						
	2014	2015	2016	2017	2018	2019	2020	2021
	9	6	8	11	10	10	10	10
				6	10	10	10	
ngi	neering R	6. Science & Engineering Research Expenditures (\$M	ditures (\$M)			:	:	
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	\$411	\$438	\$420	\$448	\$427	\$434	\$440	\$447
				\$421	\$427	\$434	\$440	



University of South Florida - Tampa 2017 Work Plan: Preeminent Funding Metrics (cont.)

7. Non-Medic 2011-12	cal Science & Er 2012-13	 Non-Medical Science & Engineering Research Expenditures (\$M) 2011-12 2012-13 2015-16 2015-16 	search Expend 2014-15	litures (\$M) 2015-16	2016-17	2017-18	2018-19	2019-20
\$142	\$193	\$239	\$229	\$229	\$233	\$237	\$241	\$245
				\$230	\$233	\$237	\$241	
3. Number of 2010-11	Broad Discipli 2011-12	8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures [includes private univ.] 2010-11 2011-12 2012-13 2013-14 2014-15 2015-16 2016-17	Top 100 for R 2013-14	Research Expendence	ditures [include 2015-16	es private univ.]	2017-18	2018-19
5 of 8	5 of 8	7 of 8	7 of 8	7 of 8	8 of 8	8 of 8	8 of 8	8 of 8
				7 of 8	8 of 8	8 of 8	8 of 8	
). Utility Pate 2010-12	ents Awarded [c 2011-13	 Utility Patents Awarded [over three calendar years] 2010-12 2011-13 2012-14 	dar years] 2013-15	2014-16	2015-17	2016-18	2017-19	2018-20
261	270	291	297	314	273	276	279	282
				291	273	276	279	•
10. Doctoral I2011-12	10. Doctoral Degrees Awarded Annually 2011-12 2012-13 2013-14	led Annually 2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
417	448	546	601	704	650	655	099	665
				645	029	655	099	
1. Number of Fall 2009	of Post-Doctoral Fall 2010	11. Number of Post-Doctoral Appointees [note: statute requires a source with time lag] Fall 2009 Fall 2010 Fall 2014	note: statute req Fall 2012	quires a source w Fall 2013	rith time lag] Fall 2014	Fall 2015	Fall 2016	Fall 2017
261	293	304	289	321	300	277	267	260
				321	298	772	285	
12. Endowme2011-12	12. Endowment Size (\$Millions) 2011-12 2012-13	ons) 2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
\$334	\$364	\$417	\$417	\$395	\$412	\$432	\$448	\$472
				\$395	\$412	\$432	\$448	



2017 Work Plan: Key Performance Indicators University of South Florida - Tampa

Teaching & Learning Metrics

2008-12	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20
39%	43%	44%	51%	54%	709 J	20%	7069	7019
(+0.3%)	(+0.2%)	(+0.3%)	(+0.1%)	(+0.3%)	9/00	07.60	02./0	0/00
				54.0%	26.0%	28.0%	%0.09	
etric 2. Per	Metric 2. Percent of Graduate Degrees	tate Degrees i	in STEM & Health	ealth				
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
49%	23%	%95	61%	%59	%59	%99	%29	%29
				64.0%	65.0%	%0.99	%0.79	

Scholarship, Research and Innovation Metrics

	2019-20	\$547		
	2018-19	\$531	\$531	
	2017-18	\$516	\$516	
	2016-17	\$501	\$501	
	2015-16	\$506	\$486	
SM)	2014-15	\$485		
xpenditures (2013-14	\$489		
ıl Research E	2012-13	\$459		
Metric 1. Tota	2011-12	\$443		

	2019-20	%09	
	2018-19	%65	%65
	2017-18	28%	28%
	2016-17	22%	21%
ernal Sources	2015-16	25%	26%
ed from Exter	2014-15	25%	
ditures Fund	2013-14	%09	
Aetric 2. Research Expenditures	2012-13	29%	
Metric 2. Re	2011-12	%89	

25



University of South Florida - Tampa 2017 Work Plan: Enrollment

Headcount Enrollment by Level (for Fall terms)

	2012 ACTUAL	2013 ACTUAL	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 PLAN	2018 PLAN	2019 PLAN	2020 PLAN
UNDERGRADUATE	30,432	30,391	30,281	30,288	30,550	30,332	30,405	30,522	30,641
MASTER'S	5,884	6,126	6,300	6,446	6,568	669'9	6,833	6,970	7,109
RESEARCH PHD	2,336	2,294	2,226	2,229	2,333	2,307	2,282	2,257	2,232
PROFESSIONAL PHD	902	1,235	1,379	1,309	1,347	1,317	1,416	1,416	1,416
UNCLASSIFIED	1,655	1,657	1,879	1,919	2,126	2,193	2,263	2,337	2,414
TOTAL	41,212 41,703	41,703	42,065	42,191	42,924	42,848	43,199	43,502	43,812

Distance Learning as a Percentage of Total Enrollment

	2011-12 ACTUAL	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN
UNDERGRADUATE	19%	70%	21%	24%	79%	76%	27%	78%	78%
GRADUATE	20%	21%	21%	23%	23%	23%	24%	24%	25%
TOTAL	19%	20%	21%	24%	25%	792	79%	27%	28%



University of South Florida - Tampa 2017 Work Plan: New Programs

New Programs For Consideration by University in AY 2017-18

PROGRAM TITLES	AREA OF STRATEGIC EMPHASIS	# OF OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED
BACHELOR'S PROGRAMS			
BS Biomedical Engineering (USF)	STEM	8	z
MASTER'S PROGRAMS			
MS Learning Design and Technology (USF)	STEM	4	>
DOCTORAL PROGRAMS			
N/A			



State University System of Florida BOARD of GOVERNORS

In preparation for presentation to the FL BOG, June 20-22, 2017 **Jniversity of South Florida System** to the Board of Trustees, 6/8/2017 2017 Work Plan Presentation



University of South Florida System 2017 Work Plan: Key Initiatives

Key Initiatives & Investments (within 3 years)

1. Continue to enhance student success to maintain momentum as a top performer in the Board of Governors performance-funding model.

2. Enhance academic program quality that prepares students for highskilled, high-need jobs.

3. Increase efficiencies and responsible financial practices.



BOG 2017-18 PBF Benchmarks

	A A	rform	ance B:	ased Fu	Inding P	Performance Based Funding Model 2017-18 Benchmarks	017-18	Benchr	narks			
						(Act	EX CELLENCE	EX CELLENCE (Achieving System Goals)	(s)			
	Points		10	6	60	7	9	5	7	E	2	1
Key Met	Key Metrics Common to All Universities	ties										
□	Pencent of Backetor's Graduates Employed (\$25,000+) and/or Continuing their Education Further 1 Yrafter Graduation	arin ning	72.8%	70.5%	% % % % % % %	%0.99	63.7%	61.4%	59.2%	56.9%	54.6%	523%
7	Median Wages of Bachelor's Graduates Employed Full-time One Year Affer Graduation		\$40,700	\$38,200	\$35,700	\$33,200	\$30,700	\$28,200	\$25,700	\$23,200	\$20,700	\$18,200
м	Net Tuition & Foes per 120 Credit Hours		000'6\$	\$10,000	\$11,000	\$12,000	\$13,000	\$14,000	\$15,000	\$16,000	\$17,000	\$18,000
4	Six Year Grad uption Rate Full-time and Park time FTIC		%0%	%8.88 %8.88	%5.79	96.3%	85%	%8.59	62.5%	613%	%09	58.8%
2	Academic Progress Pate 2nd Year Kerantion with GPA Above 2.0	w 2.0	8 %	88 88 88	%5°28	86.3%	85%	% 83.88	82.5%	813%	%08 %08	78.8%
و ا	Buchebr's Degree's Awarded in Arras of Strategic Emphrais (includes 572 M)	Areas of	8 %	47.5%	45%	42.5%	% 04	37.5%	8	32.5%	30%	27.5%
_	University Access Rate Percent of Undergradus as with a Pali grant	Pair	8 8	28.8%	27.5%	26.3%	25%	23.8%	22.5%	213%	20%	18.8%
⊗.A.	Graduate Degrees Awarded in Areas of Strategic Emphasis (inclodes STEM)	rem of	8 %	57.5%	55%	52.5%	% % %	47.5%	2 6	42.5%	8 %	37.5%
9.A.	Percent of Bachebr's Degrees without Excess Hours	ithout	%8	77.5%	75%	72.5%	70%	67.5%	% %	62.5%	%09	57.5%
10.H.	. USF - Number of Postdoctoral Appointees	ppointees	200	190	180	170	160	150	140	130	120	110
					 -	M	IMPROVEMENT	MENT	_		_	
	% Improvement	5.0%	45%	Н	4.0% 3.	88	3.0%	25%	2.0%	15%	1.0%	0.5%
	Points	10	on .			7	9	2	=7	3	2	1
Note: For I	Note: For Metric 3 only the percentage improvementshould be negative in order to receive points	rovements	Hould be no	estive in or	der to receiv	e coints.						

Note: For Metric 3 only the percentage improvement should be negative in order to receive points.



2017 Work Plan: Performance Funding Goals University of South Florida System

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) [within one-year, anywhere in the Nation] 74.0% 2017-18 73.0% 71.9% 2015-16 %6.69 2014-15 %8.99 2013-14 2012-13 2011-12

2. Median Wages of Bachelor's Graduates Employed Full-time [within one-year, anywhere in the Nation] \$39,600 \$37,933 \$39,100 \$37,400 \$38,600 \$36,767 2015-16 \$38,000 \$36,333 \$36,700 \$35,200 \$34,600 \$33,200

\$12,800 3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates] \$12,900 \$13,000 2016-17 New metric \$13,170 \$13,540 \$14,490 2012-13 2011-12

2014-20 2013-19 73.5% 2012-18 71.0% 70.9% 2011-17 70.0% %8.99 %2.99 2009-15 67.8% 4. FTIC Six-Year Graduation Rate 2008-14 2007-13 56.5% 2006-12

2019-20 2018-19 2017-18 5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA] 2016-17 2015-16 2014-15 85.1% 2011-12



2017 Work Plan: Performance Funding Goals (cont.) University of South Florida System

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

o: I cicciliage of Dacilicios of Cesters fivalence	of Daciford	100	1 TAMBIACA	MILLIANT TO PRAISES OF CHANGES PAILPING	airis or orra	cere timbre	CTCT	
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
48.3%	49.5%	51.0%	54.6%	29.0%	59.2%	29.5%	%9.09	61.0%
				54.8%	54.8%	54.9%	55.1%	

7. University Access Rate [Percent of Undergraduates with a Pell grant]

41.0%	
41.0%	40.1%
41.0%	40.1%
41.0%	40.1%
41.2%	40.0%
43.0%	
42.1%	
42.0%	
42.1%	
	42.0% 42.1% 43.0% 41.2% 41.0% 41.0% 41.0%

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
69.1%	%0.69	72.7%	74.6%	74.1%	74.2%	74.2%	74.3%
			74.0%	73.8%	73.6%	73.2%	

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

2019-20	80.1%	
2018-19	79.1%	75.4%
2017-18	78.1%	73.0%
2016-17	77.5%	%9'02
2015-16	75.6%	68.1%
2014-15	65.8%	
2013-14	63.9%	
2012-13	58.2%	
2011-12	53.3%	

10. BOT Choice: Postdoctoral Appointees

Fall 2018	267	
Fall 2017	267	297
Fall 2016	272	290
Fall 2015	282	282
Fall 2014	300	298
Fall 2013	321	
Fall 2012	289	
Fall 2011	304	
Fall 2010	293	

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2017 Work Plan: Preeminent Funding Metrics

Preeminent Funding Metrics are only applicable to the University of South Florida - Tampa

(see the USF Tampa Work Plan and Presentation)



2017 Work Plan: Key Performance Indicators University of South Florida System

Teaching & Learning Metrics

Metric 1. 2008-12	Metric 1. Four-Year Gradua 2008-12 2009-13 2010-14	r Graduati 2010-14	ion Rate (1 2011-15	iation Rate (full-time students only) 4 2011-15 2012-16 2013-17 201	students o	nly) 2014-18	2015-19	2016-20
38%	42%	43%	48%	51%	23%	21%	589	%89
Metric 2.	Metric 2. Percent of Gradu	f Graduate	e Degrees	iate Degrees in STEM & Health	& Health			

2019-20

2018-19

2017-18

2016-17

2015-16

2014-15

2013-14

2012-13

2011-12

52%

20%

46%

63%

62%

61%

%09

Scholarship, Research and Innovation Metrics

Metric 1. Total Research Expenditures (\$M)

2019-20	\$557
2018-19	\$541
2017-18	\$525
2016-17	\$510
2015-16	\$515
2014-15	\$494
2013-14	\$497
2012-13	\$467
2011-12	\$451

	2019-20	%09
	2018-19	29%
onrces	2017-18	28%
xternal 50	2016-17	21%
ed irom E	2015-16	25%
res rund	2014-15	25%
expendity	2013-14	%09
Kesearch	2012-13	29%
Metric 2.	2011-12	%79

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University of South Florida System 2017 Work Plan: Enrollment

Headcount Enrollment by Level (for Fall terms)

	2012	2013	2014	2015	2016	2017	2018	2019	2020
	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	PLAN	PLAN	PLAN	PLAN
Undergraduate	36,158	36,012	35,808	35,990	36,373	36,992	37,401	37,878	38,384
Master's	6,481	908′9	6,950	7,160	7,302	7,469	7,636	7,807	7,984
Research PhD	2,336	2,294	2,226	2,229	2,333	2,307	2,282	2,257	2,232
Professional PhD	902	1,235	1,379	1,309	1,348	1,317	1,416	1,416	1,416
Unclassified	1,974	1,983	2,215	2,296	2,455	2,593	2,680	2,771	2,866
Total	47,854	48,330	48,578	48,984	49,811	50,679	51,414	52,128	52,882

Distance Learning as a Percentage of Total Enrollment

	2011-12 ACTUAL	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN
UNDERGRADUATE	22%	23%	23%	76%	78%	28%	78%	30%	31%
GRADUATE	70%	22%	22%	24%	24%	25%	25%	79%	79%
TOTAL	21%	23%	23%	79%	27%	27%	28%	79%	30%

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University of South Florida System 2017 Work Plan: New Programs

New Programs For Consideration by University in AY 2017-18

PROGRAM TITLES	AREA OF STRATEGIC EMPHASIS	# OF OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED
BACHELOR'S PROGRAMS			
BS Biomedical Engineering (USF)	STEM	က	z
BS Risk Management/Insurance (USFSM)	GAP ANALYSIS	_	z
BA Sustainable Studies (USFSP)	STEM	~	Z
BS Computational & Applied Mathematics (USFSP)	STEM	0	Z
MASTER'S PROGRAMS			
MS Learning Design and Technology (USF)	STEM	4	>
DOCTORAL PROGRAMS			
N/A			

Agenda Item: FL 121

USF Board of Trustees June 8, 2017

Issue: The University of South Florida (USF) Board of Trustees has asked USF System President Judy Genshaft and her leadership team to update the current USF System Strategic Plan.

Proposed action: Adoption of an updated USF System Strategic Plan

Executive Summary:

The USF System Strategic Plan is the product of collaboration and consensus building among leaders and stakeholders of the USF System and its member institutions.

This resulting Plan proposal provides a framework within which each individual institution can pursue its specific goals while simultaneously advancing the broader goals of the USF System. These broader goals include leveraging system capabilities to enable each institution to set more ambitious goals and achieve greater success, activating key constituencies and enhancing recognition of USF System reputation for excellence to the benefit its served communities; globally, nationally, at the State and Tampa Bay region levels, including USF faculty, staff and students.

Scheduled reviews and updates of this Plan will occur at least every 6 months to adapt it to higher education changes and allow for specific comparison to current and aspirational university peers. This periodic review will also enable (1) further elaboration of the role of the USF System, its structure and value distribution; (2) a continual identification/modification of key stakeholders; and (3) development and achievement of appropriate measurements of USF System success.

Financial Impact:

In process, costs to be determined as USF System Plan is further finalized and implemented.

Strategic Goal(s) Item Supports: The goals of each institution of the USF System; including, but not limited to, student success, high-impact research, serving as major economic engines and achieving more secure economic bases.

Committee Review Date: Reviewed by the Board of Trustees Strategic Initiatives Committee on February 16, April 6 and May 18, 2017.

Supporting Documentation Online (please circle): Yes No USF System Strategic Plan and USF System Strategic Plan Presentation USF System or Institution specific: Applicable to all USF System institutions

Prepared by: Strategic Initiatives Committee Staff

USF System Strategic Plan & Supporting Information



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I. Executive Summary



I. Executive Summary

In July 2016, the University of South Florida Board of Trustees requested University of South Florida System President Judy Genshaft and her team to update the 2010 USF System Strategic Plan. As such, she assembled a planning committee composed of leaders from throughout the USF System to guide the plan's development, and a writing subcommittee to compile and prepare the updated plan.

The plan update was based, in part, on a synthesis of the extensive community involvement and planning processes previously undertaken by the three institutions comprising the USF System - Tampa, St. Petersburg, and Sarasota-Manatee - during the development of their respective strategic plans¹. Each institution's plan was the product of a robust, collegial, transparent, and accountable process involving multiple key stakeholders, deliberate community engagement, and numerous meetings and communication sessions.

In building upon that framework, the USF System Strategic Plan is also based on stakeholder interviews, a review of best practices, feedback from academic and corporate planners, and the individual strategic plans of many of the existing USF System's shared resource units. The resulting approach provides a framework within which each individual institution can pursue its specific goals while simultaneously advancing the broader goals of the USF System.

These broader goals include leveraging System capabilities to allow member institutions to set more ambitious goals and achieve greater success than they would otherwise, activating key constituencies, and broadening the recognition of the USF System's reputation for excellence.

The 2017 Plan recognizes how the USF System has progressed over the past seven years, at the same time that it anticipates coming changes in higher education. It also recognizes there may be changes coming which cannot be anticipated, therefore the plan is meant to be a living document that will regularly be modified based on the evolving education landscape. Embedded in the plan is a process for ongoing reflection and amendment to keep the USF System improving for the benefit of its students and the community.



¹ The strategic plans for each institution are implemented by their respective leadership. The plans are summarized in Section VI of this document and a link to each full plan is available in the appendix.

II. Introduction



II. Introduction

The USF System is comprised of three separately accredited institutions - USF (where appropriate in this plan, for ease of reference, also called USF-Tampa), USF St. Petersburg, and USF Sarasota-Manatee. USF Tampa encompasses the main research campus, the College of Marine Sciences, and USF Health.

The USF System is defined in *USF Governance Policy 07-001* and is led by a single Board of Trustees and President which provide guidance, oversight, and synergistic shared services to each of the institutions to enable them to better meet and exceed goals. The *USF System Governance Policy* also outlines shared services and resources to be provided to System member institutions.² The USF System's purpose is to add value to each of the member institutions, enabling greater student success and community enrichment than each institution could achieve singularly.

The Florida Board of Governors (the overarching university governance body for the state of Florida) was created simultaneously with the University of South Florida Board of Trustees (which governs the USF System) in 2003.³

The University of South Florida was legislatively established as early as 1956⁴, subsequently, the regional institutions – the University of South Florida St. Petersburg and the University of South Florida Sarasota-Manatee – were legislatively recognized⁵. In 2005, legislation was adopted that required each institution to be separately accredited. Important to this plan, it should be noted that currently, each regional institution:

- a. Is operated and maintained as a separate organizational and budget entity of the University of South Florida;
- b. Seeks and achieves separate accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC);
- c. Has its own campus board appointed by the USF Board of Trustees;
- d. Reviews/approves annual legislative budget requests and operating plans/budgets; and subsequently submits these operating plans and budgets for review and approval by the USF System President and Board of Trustees, and
- e. Is administered by a Regional Chancellor, who is appointed by, reports to, and may receive assignments from the President of the USF System; administers institutional operations; and recommends annual legislative budget requests and an annual operating budget to the campus Board.



² A non-exhaustive summary of USF System Shared Services is provided in Section IV.

³ Florida Constitution; Art. IX, Sec. 7.

⁴ Florida Statute §1000.21

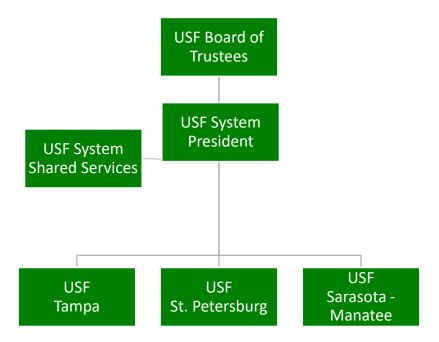
⁵ Pursuant to F.S. 1004.33 and 1004.34, respectively.

While each separately accredited institution conducts its admissions decisions locally, students enrolled at each institution are registered in a comprehensive and coordinated student information system.

Typical of most systems nationwide, the USF System is not accredited itself, does not report collectively to the Integrated Postsecondary Educations Data System (IPEDS), does not grant degrees, is not eligible for membership in the Association of American Universities (AAU), and is not able to participate in rankings such as published by *U.S. News & World Report*. However, these attributes are largely available to each member of the USF System, especially those entities accredited by the SACSCOC.

The USF System is complemented by eight direct support organizations (DSO's) which, by law⁶, are separate non-profit corporations. The mission of each is to support various University activities. Neither the role nor supportive function of each DSO is addressed in this plan; however, may be included in subsequent plan updates.

USF System governance is further illustrated in the chart below which reflects that all members and entities of the USF System report to one President and one Board.



What Makes the USF System Unique?



Utilizing its outstanding component parts, the resulting USF System is youthful, energetic, entrepreneurial, nimble, and collaborative. Its age gives it a competitive advantage in that it is unconstrained by long-held traditions; instead, it embraces the rapid change occurring around it to better serve its students and the community. The USF System is the only federation of multiple, separately accredited institutions in the State University System of Florida.

This USF System Strategic Plan contemplates, analyzes and leverages each institution's individual strategic plan, with an eye toward the USF System contributing to greater and speedier achievement of each institution's goals.



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III. The USF System Strategic Plan



III. The USF System Strategic Plan

Following are the essential elements of the USF System Strategic Plan. As noted in the introduction, this plan is built upon the foundation established by the individual institution strategic plans, including the engagement process undertaken by each. It is intended to align with the *USF Governance Policy* and reflect the guidance provided by the members of the USF Board of Trustees.

A. Mission

The University of South Florida System, which includes USF Tampa, USF St. Petersburg, and USF Sarasota-Manatee, catalyzes and coordinates initiatives at and among its interdependent institutions to prepare students for successful 21st century careers; advances research, scholarship, and creative endeavors to improve the quality of life; and engages its communities for mutual benefit.

B. Vision

The University of South Florida System will empower and connect its institutions into a distinctive system that is nationally and globally recognized for innovation in teaching and research, for attracting outstanding and diverse scholars, staff and students and for transforming the communities in which we operate as well as those where our graduates apply their skills.

C. Values

From January through April 2015, a work group on system-guiding principles was empaneled by then Academic and Campus Environment Chair Brian Lamb. The work group was chaired by Trustee Stan Levy. They were joined at each meeting by guests from each institution's administration, faculty, student leadership, staff, the USF System President, and the Regional Chancellors. There was unanimity of sentiment over the course of the meetings. To easily communicate the shared sentiment and vision, USF System-wide values are represented by the acronym "BULLISH" and are described below:

Bold: We think quickly on our feet, adapt readily to obstacles, and look for innovative solutions to the world's most challenging problems.

United: We are stronger together. We value unity. The whole is greater than the sum of its parts. Seeking new ways to work together and maximize efficiencies is part of our DNA.



Leaders: We are committed to the success of our people. We nurture talent and value opportunities to grow and develop professionally. We hold our people accountable.

Loyal: We treat each other with respect, trust and integrity. We do what we say we are going to do. We are loyal to each other and for the good of the USF System. We act in the spirit of academic and professional collegiality. We must celebrate each other's successes and advocate for each other's priorities.

Impactful: We make a difference. We are civically and economically tied to our communities. We are global citizens. We are engaged with each other, as well, and our work unites the Tampa Bay region. The USF System is a catalyst to regional economic development and success.

Student-centric: Students must be at the center of every decision we make that impacts students. We must work together with students to ensure that we maximize opportunities for their success and their ability to move across USF System in ways that align with separately accredited institutions and/or programs.

High-quality: This articulates USF System's passion for delivering quality service to students, faculty, staff, employers, community and other member institutions.

These values will serve to facilitate the execution of the current and future strategic plans as well as improve system-wide unity and collaboration. These values were embraced by the Board of Trustees ACE workgroup in May of 2015.

D. Stakeholders

The USF System has a large and diverse group of stakeholders. It is important to understand how all stakeholders interact with the USF System and how the USF System can best address their interests and needs. A non-exhaustive list of key stakeholder categories is noted below.

Students

- Current
- Prospective
- Alumni
- Parents and families
- Source institutions (K-12, colleges, others)

Faculty & Staff

- Faculty
- Shared services support
- Direct Support Organization (DSO) staff
- Other staff



Suppliers

- Value-added partners
- Mission critical resource partners

Community

- Peer institutions
- Economic development organizations
- Employers and Businesses small, medium and large
- Diversity groups
- Social advocacy groups
- Community enhancing services
- Media
- Research organizations, industry standards bodies (public and private)
- Skilled, qualified, informed and engaged citizens

Government

- Local
 - Elected officials
 - Regulating bodies
 - Qualified and informed voters
- State
 - Elected official
 - Board of Governors of the State University System
 - Qualified and informed voters
- Federal
 - Elected officials
 - Department of Education
 - Qualified and informed voters
- International
 - Peer institutions, faculty and students

E. Strategic Goals

As the umbrella organization of this highly complex organization, the USF System has both the responsibility and the opportunity to bring to bear the unique strengths of its component institutions and entities. United by common purposes, the USF System has three overarching goals. These have been developed through consultation with leaders and constituents from throughout the USF System and reflect the aspiration of the USF System to be of maximal service to its institutions and entities:

Goal 1: Leverage the USF System and its capabilities to enable each member institution to set more ambitious goals and achieve greater success than they would otherwise.

The USF System strives to become an internationally prominent and highly-collaborative system that propels its separately accredited member institutions and students to a higher level of achievement. Each element of the USF System will be recognized for being a leader in its respective class.



Goal 2: Activate key constituencies to provide value to our institutions, region and the State of Florida.

Strengthen community engagement, cultivate alumni involvement and promote economic leadership.

Goal 3: Be widely known for excellence.

Create a nationally and globally established brand that provides a competitive advantage for its students, faculty and staff.

F. Strategic Goal Strategies

Key strategies have been developed in conjunction with each goal to guide the USF System and focus our strategic efforts. These strategies are the culmination of a deeply deliberative and self-reflective process. They incorporate what has been achieved thus far, what is currently functioning well and what needs to be improved to rise to the challenges of higher education in the future. Some anticipated trends include: the continuing growth of online education; increased tuition costs; increasingly constrained resources; the need for public universities to better match their offerings with community needs and employment opportunities; and the growing acceptance of the European model of focus on joboriented skills and subsequent certificates, instead of just the traditional baccalaureate degree.

The strategies are outlined below along with their respective goals:

Goal 1: Leverage the USF System and its capabilities to enable each member institution to set more ambitious goals and achieve greater success than they would otherwise

- **1.** Maintain an intense focus on student achievement by all, in order to assist students in fulfilling their dreams.
- **2.** Continuously organize and adapt the shared service organizations to provide the best possible cost-effective solutions for the institutions.
- **3.** Establish an ongoing partnership with each institution's leadership team to understand the unique market dynamics and audiences of each and to assist in propelling them to reach their goals.
- **4.** Utilize technology and face-to-face meetings across departments, colleges and geography to accelerate innovation and collaboration throughout USF System.



- **5.** Ensure that the technology and processes enable students to have seamless access to educational opportunities across the USF System wherever possible.
- **6.** Connect with and build global relationships to offer value-added services and relationships to the institutions and their students.

Goal 2: Activate key constituencies to provide value to our institutions, region and the State of Florida

- 1. Engage key stakeholders, such as alumni who often serve as USF System ambassadors and advocates both in the Tampa Bay region and nationally and internationally, to provide zealous advocacy for the USF System in all applicable domains (community, business, legislative, media, etc.).
- 2. Support the Office of Corporate Partnerships in developing its plan, track its progress, and find new ways to build value for students and the community.
- **3.** Utilize technology and face-to-face connectivity to engage alumni in meaningful ways so they see increased return for their educational investment and the results of their advocacy and philanthropy.
- **4.** Engage government agencies and elected officials in each institution's service area to build trust and a collaborative framework from which to achieve success.
- **5.** Expand the leadership role the USF System plays in the community by placing USF System personnel, students, and alumni in community leadership positions that enhance student experiences and promote economic development such as chambers of commerce and other economic development organizations.
- **6.** Maintain and grow diversity across the institutions to cultivate the richness of offerings while building a competitive advantage.

Goal 3: Be widely known for excellence

- 1. Promote the USF System as the best education destination in Florida and as a magnetic place that will attract students to actualize their goals.
- **2.** Collaborate across the three institutions in communications and marketing for purposes of strengthening the USF System brand.
- **3.** Expand the communications capability for targeted outreach, inclusive of funders, value added partners, the media, and key communities.
- **4.** Establish and promote an updated visual identity and brand for the USF System that will represent the diversity and aspirations of the



- organization in accordance with the *USF System Governance Policy* #007-001.
- **5.** Establish and manage guidelines for separately branding and promoting each institution's unique capabilities and personalities in key markets.

G. Adaptive Strategic Planning

The USF Board of Trustees has requested that the USF System Strategic Plan be continuously updated through an adaptive process. The process will include the following functions and processes:

- 1. A USF System Strategic Planning Committee, consisting of leaders and faculty representatives of the institutions and major entities, as well as a member of the USF Board of Trustees, will monitor and collect information relevant to the USF System Strategic Plan.
- The Strategic Planning Committee will meet at least once every six months
 to review the measures of the plan's success, the current state of changes in
 higher education and the relative position of the USF System and its
 institutions compared to current and aspirational peers.
- If more research or introspection is required, the Strategic Planning Committee may request system resources to conduct further study. The USF System Strategic Plan will be critically reviewed on a no-less-than semiannual basis.

It is anticipated that the following areas (at a minimum) will be addressed in future updates:

1. Role of the USF System

The role of the USF System is to serve as a resource that assists each institution in meeting and exceeding its respective goals. The USF System will need to collaborate with the three institutions and other entities to seek ways to continuously improve without adding an excessive burden of cost to its members.

2. Value Distribution & System Structure

Rather than create an expensive central office, the USF System tends to depend on leaders with shared roles and responsibilities. Value creation often occurs by collaboration and shared expertise. By way of example, the new residence halls at USFSP were funded with bonds collateralized by USF Tampa.



The organizational structure of the USF system, and the resources it employs, will need to be examined regularly to ensure that adequate capabilities are maintained, that representation is equitable, and that stakeholder needs are well-served.

3. Defining Stakeholders

System stakeholders have been roughly outlined in this plan. During the monitoring process the committee may want to add or further refine the list.

4. USF System Measures of Success

Unlike separately accredited institutions, systems do not have widely-accepted metrics, lack rankings by sources such as *U.S. News & World Report*, and tend to be far too heterogeneous to have adequate benchmarking data available. One clear measure of success will be improvements in rankings of members and entities, satisfaction of member leadership and the performance of the institutions against the goals they have set for themselves.

5. Future of Higher Education

Higher education is in a period of tumult not seen since the 1960s. Resources are increasingly constrained while expectations to improve affordability and accountability have never been greater. Universities are increasingly seen as economic engines that not only drive the local economy with their own spending, but also who partner with industry to create joint ventures in the region, provide a pipeline of future employees to businesses and generate intellectual property that advances the public good. These demands come at a time when there is increasing political polarization in our country and protests from both the right and the left are commonplace on American campuses. The USF System Strategic Planning Committee, with System leadership and the Board of Trustees, must be ever vigilant to steer the USF System on the ideal course in such turbulent waters, being mindful to find the most effective path to providing a quality educational experience, while managing the rising cost of tuition.

H. Measuring Success

At its most basic level, the success of this System Strategic Plan will be tracked on a continuous basis through the State University System (SUS) Work Plan process, with each institution submitting its own goals and objectives that roll-up to one System-wide plan. The metrics are evaluated annually by the Board of Governors as part of Annual Accountability Reports and the SUS Performance Based Funding model. The USF System's goals, at both System and local levels, will serve to maintain the USF System's leadership position among the SUS in terms of Performance-based funding.

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Additional qualitative and quantitative metrics that will assist in evaluating the

progress of this plan include:

- Careful monitoring of the "reputation" component of national and international rankings, with the expectation of an upward trend and the eventual creation of a system halo-effect.
- Internal stakeholder survey results that assess member satisfaction, cost, and quality of key system capabilities, as well as explore the need for development of additional capabilities.
- Metrics to be developed by the Office of Corporate Partnerships, such as number of patents awarded, industry supported grants, and USF System start-up companies.

The USF System, its institutions and component parts continue to evolve. Working together, the USF System seeks to enhance the success of its members, engage, energize and provide ease of access to its community and key stakeholders in a unified manner, and better establish its reputation in the region, state, nation, and world.







IV. Key USF System Existing Shared Services/Resources



SUPPORTING INFORMATION

IV. Key USF System Existing Shared Services/Resources

The USF System currently provides support to the three institutions and other System entities in the form of shared services or resources. Following is an outline of illustrative examples of several key services or resources to which all member institutions have access. Due to the length of this plan, many other key shared services, such as those of the USF Executive Vice President and Provost, Office of Decision Support, Financial Aid, General Counsel, the Library, Registrar, and USF World will be included in subsequent supportive resource plan documents.

For each of the areas below, their leadership summarized their respective services in the context of the USF System Goals. The descriptions that follow were submitted by the leadership of each area and are recounted, in their own words.

- Goal 1: Leverage the USF System and its capabilities to enable each member institution to set more ambitious goals and achieve greater success than they would otherwise
- Goal 2: Activate key constituencies to provide value to our institutions, region and the State of Florida
- Goal 3: Be widely known for excellence

A. USF Health⁷

USF Health spans many disciplines that range from laboratory investigation to direct patient care at the bedside. Unifying such academic diversity is one overall mission: "Making Life Better." To that end, USF Health has identified four strategic goals which will help guide management and operational decisions in the coming years and will make USF Health widely known for excellence.

First, produce global citizens of the highest caliber through its continuing commitment to student success at the professional, doctoral, masters and undergraduate level by:

- Increasing admission scores
- Increasing national exam test scores
- Recruiting residents with higher test scores
- Increasing international learning experiences
- Creating new degrees/programs tailored to meet future workforce needs



⁷ While USF Health is a shared resource to each of the USF Institutions, it is not one of the shared services as described in the USF System Governance Policy.

Second, expand high-impact and quality research to change lives, improve health and foster sustainable development and positive societal change, while obtaining enhanced research resources and hiring world class faculty/research staff by:

- Increasing NIH RO1 funded investigators
- Increasing national research rankings
- Increasing National Academy faculty members
- Increasing post doctorate fellow presence
- Increasing research endowments

Third, elevate the standards of clinical care by providing innovative, top quality, compassionate, culturally competent, and accessible heath care by:

- Expanding primary care offerings and physician providers.
- Empowering non-physician healthcare providers to be integral members of a cost-effective team
- Improving clinical operation and efficiency
- Enhancing excellent specialty care
- Creating and maintaining strategic partnerships

Fourth, achieve sound financial management and fiscal self-sufficiency by identifying appropriate resources to support USF Health, including:

- Emphasizing philanthropy via increased donors and donations
- Optimizing clinical operations to enhance physician group financial performance
- Aligning regional providers into a centrally integrated network (CIN)
- Retaining MCOM medical school and residency graduates in Florida

B. Community Engagement and Role of Alumni

USF Advancement, comprised of the USF Foundation and the USF Alumni Association, strengthens community engagement through cultivation of the key constituencies of alumni and friends of the USF System. Through our outreach efforts and development programs we engage individuals and businesses with the university, resulting in increased financial support and advocacy for the USF System.

The USF Foundation is poised to complete the "USF: Unstoppable" campaign, which will cross the \$1B threshold in 2017. Upon completion of the campaign efforts will continue with focus on:

- Matching USF System-identified strategic priorities with donor interests to achieve yearly fundraising commitments of \$70-\$100M or more
- Increasing the number of alumni donors



- Growing the base of support from the business community
- Continuing annual increases in the percentage participation of faculty and staff giving
- Growing the endowment to more than \$500M

The USF Alumni Association will continue to employ strategies for engaging alumni, students, and the broader community with programs and activities, communications, and opportunities designed to build loyalty to the university by:

- Hosting major annual events that appeal to general-interest audiences (e.g. Homecoming), and targeted audiences, (e.g. Fast 56 business awards).
- Increasing relationships with the business community through initiatives like "In the Bull's Eye," which offers major employers programming for their alumni employees to help them reconnect with USF.
- Providing leadership and support to 50-plus alumni based chapters and societies around the country which give alumni a "USF-home" wherever they reside.
- Utilizing print and digital communications tools to share news of interest and USF pride with alumni.
- Offering numerous service opportunities at USF for alumni and friends such as: serving as volunteers; raising money for student scholarships; and mentoring students in one-on-one relationships.

C. Corporate Partnerships

In 2017, the USF Office of Research & Innovation launched the new Office of Corporate Partnerships, creating a single point of entry for private industry to forge mutually-beneficial alliances that advance the academic, research and innovation goals of the USF System. Working through these enhanced partnerships, the goal of the office is to generate more research funding and greater access to highly specialized facilities; create jobs and internships for students; and make it easier for corporate entities to contribute new fellowships, in-kind gifts, foundation funding, event sponsorships and more.

The USF Office of Corporate Partnerships allows companies and the USF System institutions to connect in dynamic and highly productive new ways. It resolves what can be a confusing process for industry in reaching the appropriate contact within our large university system. A successful corporate relations program acts as an ultra-concierge service – pairing businesses seeking a relationship with the university with the right program for them. The Office of Corporate Partnerships will attract more companies to USF's Research Park to build offices and labs where USF faculty, students, and industry can collaborate on leading-edge projects and products. It ensures consistency, clarity and a seamless experience when a



company wants to become involved with other parts of the university, from individual colleges to specific programs. Ultimately, the Office seeks to proactively identify potential industry partners in the community to partner with the institutions of the USF System.

D. Research & Innovation

The mission of the USF Office of Research and Innovation is to create new knowledge and solutions for global problems, while preparing students to serve the future needs of society. At USF, special emphasis is placed on six focus areas of research: brain and spinal cord; data science; heart research; research translation and commercialization; human security; and water.

The following goals have been created by the USF Office of Research and Innovation to align with the USF System's strategic goals: increase USF rankings among public research universities; raise the visibility of research to increase national and international reputation; promote collaboration to foster a transdisciplinary research culture; and maximize the economic and social impact of research activities. The USF System Research Strategic Plan has devised the following strategies:

- To increase research rankings: Develop research infrastructure, seed funds and increase research capacity.
- To meet the goal of visibility: Increase visibility by defining the research brand and deploying greater communications efforts; increase opportunities for connection with external peers, and help faculty gain internal and external honors and recognition.
- To meet the goal of collaboration: Increase incentives and decrease barriers for collaborations and build and scale-up research support at USFSP and USFSM.
- To meet the goal of creating impact: Cultivate a start-up culture; foster university-industry collaborations, build strategic research partnerships among local organizations and enhance community-engaged research and economic development.

E. Diversity, Inclusion & Equal Opportunity

The USF System Office of Diversity, Inclusion, and Equal Opportunity (DIEO) is responsible for navigating the institutional efforts for diversity and equity for the USF System. Diversity work is both centralized in DIEO and decentralized throughout the USF System. DIEO partners with colleges, divisions, and units to enhance and develop their specific diversity goals and efforts. Diversity and



inclusion are core institutional values and directly contribute to the success of the USF System mission and goals.

The current strategic diversity system plan builds on the CLEAR diversity framework which is based on best diversity practices. Each area identifies specific goals, strategies and measures detailed in the full plan.

CLEAR encompasses six areas of emphasis for all three institutions:

- Climate (welcoming, supportive and safe environment)
- Leadership (building capacity to sustain diversity work and supplier diversity efforts)
- Excellence (preparing students for success in the global environment)
- Attainment (access, retention and success for underrepresented and diverse students)
- Representation (growing and retaining the diversity of the faculty and managerial staff)

DIEO also monitors compliance with the USF System policies and procedures to maintain a respectful learning and work environment. DIEO has jurisdiction to engage in conflict resolution and/or investigate complaints that can prove disruptive to the diversity and inclusion values of the USF System. Through a successful and diverse cadre of students, faculty, and staff, the DIEO helps the USF System to exceed its goals, activate key constituencies and be widely known for excellence.

F. Brand Recognition

As Trustee Zimmerman has pointed out, in the same manner that Buick, Chevrolet, GMC, and Cadillac all fall under the overarching General Motors brand, the University of South Florida System encompasses separately accredited institutions, a downtown medical district, and many other schools and programs, each of which nurtures an individual identity that is supportive of a single USF brand. Achieving national prominence and ensuring all audiences understand the success, diversity, opportunity and value of USF's brand begins with an intensive examination of the USF brand and a bold new strategy to add more value to that brand.

Ongoing research indicates that audiences will benefit from more understanding of USF's location, logos, other marks, and mission. Although potential students are surprisingly more aware of USF's marks and athletic programs than are parents, both of these demographics outside of Florida are opportunities for marketing regarding USF's location in the Tampa Bay area and the university's many accomplishments and recognitions as a high-end public research institution.



A strategic campaign is required, and this campaign should center on two primary efforts: 1) a consolidation and narrowing of the USF System's many marks, logos and templates; and 2) a brand placement and activation initiative to achieve national prominence, fully guided by continuous market research.

The USF System is currently using many different marks in a variety of formats as part of its marketing and communications, a characteristic that limits audience penetration and understanding of USF's brand, mission, accomplishments, and prominence. In short, the university is enabling many different brands rather than reinforcing one very strong brand. Consolidating the USF System's marks and focusing only on those that attract and reflect the predominance of stakeholders will help the university gain greater market penetration within a wider array of audiences.

In addition to its marks, the USF System should continue to employ in-depth market research to expand its understanding of opportunities, most productive language, imagery, and media. This research will guide understanding of the current brand, and the planning and development needed to achieve the university's future aspirational brand.

G. Information Technology

USF Information Technology's (IT) vision is to lead the use of disruptive technology to achieve the USF System goals. At our core is our mission - through a culture of excellence, we partner with the institutions to implement innovative and impactful technology across the USF System. Our agile culture is our strength and is the foundation for our team's processes and interactions. We embrace the values of focus, courage, openness, commitment, and respect.

Using transparent governance processes, our guiding principles will drive technology investment decisions and will lead us to focus on the success of the institutions, manage institutional risk, advance the institutional vision utilizing disruptive technologies strategically and ensure complete funding of initiatives and services.

In support of the USF System's strategic mission and goals, IT will partner with the USF community on the following goals:

Student Success – Create a globally accessible, digital ecosystem that transforms the student experience and supports student retention, timely graduation, and cost-effectiveness of education. This will be accomplished through modernization of our student information system; creation of internships and certificate programs, and use of predictive analytics and other strategic technologies to enhance student outcomes.



Research and Innovation — Provide the research community with technology solutions for world-class research. Accomplish this through implementation of efficient grant management solutions, expansion of innovative infrastructure, research and education facilitator programs, and a focus on pioneering emerging technologies.

Strategic Partnerships – Pursue local, national and global entrepreneurial partnerships to promote USF's brand, create academic and research job opportunities for students, and establish new collaboration opportunities for the USF community.

Sustainable Economic Base — Develop transparent funding models that sustain core services, support innovation and facilitate growth. Seek opportunities that leverage commodity technology services to reduce institutional costs. Develop new revenue streams that leverage our existing expertise and talent. Provide technology solutions to support Responsibility Center Management (RCM) and other financial and operational reporting. Continually analyze existing technologies and retire those that are no longer viable.

Process Efficiencies – Leverage IT employees' passion and expertise in process improvement frameworks including Scrum, Lean Six Sigma and Impact Mapping, as well as the platform of technology tools that enable efficiencies, such as intelligent business process management. Increase use and awareness of technology tools to improve the digital experience, increase self-service, and reduce work effort where possible. Seek opportunities to use digital assistants to scale services for a growing client base.

Patient/Provider Engagement – Create a superior patient and provider experience by leveraging cutting-edge technologies, including virtualized treatment, self-service, and self-help to improve satisfaction and quality outcomes.

Digital Foundation Transformation — Transform the underlying technology architecture to accommodate the digital ecosystem required by a world-class institution. Continue to improve the cybersecurity posture of the institution by using analytics, threat intelligence, and other innovative approaches. Prepare for a world of expanded digitization including electronic devices of all forms ("Internet of Things") using new methods of IT operations to increase productivity. Adopt innovative talent management approaches to recruit and retain top-notch talent. Embrace a "cloud first" and "mobile first" strategy.

H. Finance and Administration

Committed to excellent financial stewardship and operating under the USF System's Chief Operating Officer, the Finance and Administrative (F&A) systems provide efficient and effective services that support and enhance the core academic, research and public service missions of each USF System institution.



Centralizing many F&A functions, such as payroll, banking, and debt management, and allocating the costs proportionately eliminates unnecessary duplication of services and staff at each institution.

F&A supports the USF System Strategic Mission and Goals in a collaborative partnership through the following goals and initiatives:

- The University Controller's Office safeguards institutional resources and provides effective and efficient accounting and operational support while ensuring compliance with all federal, state, and regulatory guidelines. This includes collecting and disbursing funds and providing accurate, timely, and complete periodic financial reports.
- Through leadership in strategic decision-making and technology-based solutions, Resource Management and Analysis delivers critical information guiding financial planning (including at a State level) thereby supporting the USF System's goal of excellence and financial stability.
- The USF System's Treasurer's Office manages the investment portfolio and banking relationships across the USF System looking to maximize returns with minimal risk. In addition, this office provides guidance and support for major financial transactions such as the issuance of debt and other types of financing transactions.
- The Office of Human Resources optimizes the recruiting, training, and retention of employees. Its goal is to develop and administer an effective and efficient personnel program that delivers extraordinary customer service and the fair and equitable treatment of all employees.

Through efficient delivery of services such as those described above, finance and administration assist the institutions of the USF System in exceeding their goals.

I. Risk Management

The management of risk requires a delicate balance, dually serving the need to protect the USF System while avoiding the placement of onerous restrictions that stifle the ability to both grow and excel. The USF System utilizes a "Three Lines of Defense" model for the identification and management of risk. The first line of defense is at the operational level, where management is responsible for implementing a system of internal controls put in place to reduce the USF System's exposure to financial, operational, strategic, compliance, and reputational risks. Management designs internal controls to promote efficiency, minimize risk of asset loss, help ensure the reliability of financial information and insure compliance with applicable laws, rules, and regulations. The Board of Trustees is responsible for setting institutional expectations for internal controls and ensuring executive leadership is aware of these expectations. Executive management is



responsible for working with their management teams to bring the expectations of the Board of Trustees to fruition. When areas of "High Risk" are identified, such as Research or IT, organizational units may also have embedded compliance officers who directly assist their management team in mitigating these risks.

Our second line of defense is the compliance oversight function provided by the USF System Compliance & Ethics Program. Utilizing risk assessment, compliance gap analysis, education and training, monitoring, and response to reported issues, this program provides centralized, coordinated compliance oversight. These USF System-level compliance and ethics oversight functions are performed in accordance with the Federal Sentencing Guidelines and Board of Governors Regulation 4.003 as well as the USF Compliance & Ethics Program Plan, approved annually by the Board of Trustees. The USF System Compliance & Ethics Program is responsible for providing assurance to the Board of Trustees and executive management that compliance and risk mitigation efforts at the operational level are effective and compliant.

Our third line of defense is the monitoring and independent assurance function provided by USF System Audit. Utilizing testing and other assurance modalities, USF System Audit is responsible for reviewing the adequacy of departmental and institutional internal controls and for reporting any weaknesses to the appropriate management team and the Board of Trustees.

Strategies for improving our risk management program are currently being identified and implemented. Such strategies include, but are not limited to, the following:

- Creation of a new Board of Trustees Committee to focus specifically on the USF System's compliance, audit, and risk management programs.
- Closer integration of USF System Compliance and Ethics Program with unitembedded compliance officers through the creation of "accountable reporting" lines to the USF System Chief Compliance Officer.
- Expanded compliance review of university policies and procedures.
- Creation of an Executive Compliance and Ethics Committee. This
 committee will review and evaluate significant multi-unit compliance or
 risk issues and determine appropriate mitigation strategies and resource
 impacts.

Finally, our risk management approach is not entirely about avoiding and mitigating risk through our lines of defense. An equally important element involves setting an appropriate organizational *risk appetite*—the determination by executive management and the Board of Trustees of the amount and type of risk that is acceptable in the pursuit of the USF System's strategic objectives. Although appropriately conservative in the amount of *operational* risk that we accept, a



comparatively young, agile and vibrant institution such as USF must also embrace a certain amount of *strategic* risk to achieve its goals. Articulating the institution's appetite for risk is a critical component in aligning our risk management activities with strategic decision-making.

J. Athletics

By very definition, USF Athletics embraces the competitive spirit of the USF System, and seeks to be widely known for excellence, by helping student-athletes exceed their potential abilities.

USF Athletics has established five goals for the USF System athletic programs. Each goal is supported by specific strategies.

First, USF Athletics will achieve student-athlete academic excellence and success by providing a student-first learning environment, founded on ethics and integrity and dedicated to the academic, athletic, and post-graduation success of our diverse-body of student-athletes. Specific strategies to reach this goal will include:

- Enhancing student-athlete support services
- Developing programming and experiences to provide student-athletes every opportunity for career preparedness
- Collaborating with the Office of the Provost and Undergraduate Studies to continually ensure that all staff, coaches, and student-athletes are adhering to the academic integrity policies of the University
- Collaborating with System General Counsel to create a greater departmental awareness of NCAA, conference, and institutional rules and regulations

USF System Athletics will support the development of NCAA athletic programs at USFSP and USFSM within the appropriate divisional level. This could include: consultation, legal advice and fund raising support through the USF Foundation. In addition, Athletics will support intercollegiate athletics at USFSP and USFSM by:

- Ensuring and maintaining a safe environment for student-athletes free from hazing, harassment, sexual misconduct, and any other forms of harmful and inappropriate behavior
- Collaborating with the USF Office of Diversity, Inclusion and Equal Opportunity for completion of a gender-equity plan



The second goal of competitive greatness depends on having a Division I Athletic program that competes for conference championships and advance in NCAA post-season competition. To meet this level, we will:

- Provide all sport programs the necessary resources to compete successfully for conference championships
- Lead the conference in championships on an annual basis
- Recruit, develop and retain student-athletes and coaches
- Add a female sport program that is sponsored by our Conference
- Qualify all teams for NCAA postseason competition
- Lead the Conference in Learfield Sports Directors' Cup standings

For its third goal, USF Athletics will enhance its brand experience, gaining recognition as a premier college athletics program that provides first-class fanengagement experiences for each sport with outstanding customer service. Specific goals and activities include:

- Providing a compelling, exciting and memorable game-day experience
- Ensuring consistent usage of all brand marks on uniforms, communications platforms, and facilities
- Utilizing a comprehensive annual marketing plan for all sports
- Creating partnerships with Tampa Bay sports leaders to enrich game day involvement
- Building upon partnerships with the student body and university leaders to continue boosting home game attendance

Fourth, we will expand and diversify revenue and resources increasing financial sustainability within the ever-changing landscape of intercollegiate athletics while remaining fiscally responsible. We will do this by:

- Establishing USF Athletics as a Direct Support Organization of the USF System
- Creating an Athletic Director Leadership Council consisting of community members and leaders to enhance strategic priorities
- Expanding upon existing donor stewardship programming to enrich experience for all support levels
- Maximizing market potential for multi-media rights and apparel

Fifth, USF Athletics will provide all athletics teams with state-of-the-art facilities that support the academic and competitive mission of the department while enabling student-athletes and coaches to maximize training, recruiting, and competition. We will:



- Design, renovate and/or construct a USF tennis facility, Student-Athlete Enrichment Center (SAEC), football team meeting room, and baseball/softball clubhouse
- Complete feasibility study for an on-campus football stadium

K. Government Affairs

Essentially all authority for the activities carried out by the USF System and its member institutions — as well as large portions of the annual operating budgets of each USF System institution — are provided by governmental entities at various levels. These include not only the hundreds of millions of dollars in direct cash assistance appropriated by the Florida Legislature and Governor each year to operate each USF System institution, but also:

- the authority to set, collect and expend student tuition and fees;
- the authority to conduct research and to expend research contract and grant revenue (especially research funded by the Federal Government) and retain and reinvest any proceeds derived from the R&D effort; and
- the authority to conduct, collect and expend auxiliary activities and revenues derived from them, such as residence hall and meal contracts, other vending on campus, operating a medical practice plan, and other like activities ancillary
 – but critical – to the successful operation of the three institutions.

Therefore, it is imperative that the USF System continue to have a coordinated and thoughtful approach to interactions with government at all levels to ensure success and continue the upward trajectories of the USF System and its institutions. The USF System's Office of Government Relations operates as a shared service for each institution to ensure that all interactions with government are coordinated under the System President but are geographically displaced across the Tampa Bay Region to maximize buy-in from elected and appointed government officials in the local communities they represent. It further ensures that to the extent possible the USF System's institutions are working in collaboration with each other on requests for government assistance and not in competition with one another, which would be short-sighted and ultimately detrimental to all. This approach has allowed the USF System to maximize its resources and has delivered results. By working together in a coordinated effort with local ties, the USF System has led the State University System of Florida (SUS) in the amount of new state construction dollars provided to any SUS institution over the most recent ten fiscal years.

Going forward, the level of direct cash assistance that governments will be able to provide to state universities across the nation is expected to decline; however the Florida Legislature and Governor Rick Scott have chosen to invest record levels of funding in the SUS and the USF System. This makes the necessity to continue to work together all the more critical and the ability to make record climbs in national rankings for USF System institutions all the more likely if strategically implemented. The USF



System Office of Government Relations is developing a plan to capitalize on the leadership positions that elected officials from across the Tampa Bay Region are expected to hold in local, state and federal government over the next eight years. These include mayors of local municipalities with ties to the USF System, key committee chairs and presiding officers of the Florida Legislature, a possible new Governor from the Tampa Bay Region in 2019, Members of Congress holding key leadership positions, and the President of the United States with a part-time residence in and close ties to Florida. The opportunities available to the USF System that these relationships present require an increased and dedicated level of effort in governmental relations with the probability of immense returns for the USF System in both new policy and funding initiatives.



V. Key Considerations for the Future of the USF System



V. Key Considerations for the Future of the USF System

During development of this plan, stakeholders provided feedback on both their current experience with the USF System, as well as their vision for optimizing the benefit of the USF System. This dialogue revealed certain key areas that present both opportunities and challenges. Following are areas where the advantage of a "system" is apparent. However, each also presents a unique set of challenges. Because of their critical importance to the USF System, each will be continuously assessed and solutions identified as this Plan undergoes adaptive strategic planning.

A. Reputation and Brand

The University of South Florida's brand has evolved quickly over its 61-year history from a relatively unknown commuter university, to a trend-setting and highly respected public research institution. Although USF is known as a very attractive choice for Florida's best and brightest aspiring scientists, physicians, researchers, engineers, business leaders and others, it may be a relatively unknown option for prospective out-of-state students. Market research indicates that many audiences throughout the United States are unaware of USF's impressive academic and research records; some are even uncertain about USF's location in Florida.

The USF System must embark on a branding campaign over the next three to five years to ensure that its reputation continues to grow, and even surpass, its objective measures of national and international achievement.

Special consideration should be given to create a system halo effect, while spotlighting the unique personalities of the institutions and major service areas

B. Criteria for New Degree Programs

The Florida Board of Governors closely regulates the addition of new degree programs so as not to unnecessarily duplicate course offerings/programs around the state. Based on a Board of Governors requirement, the USF System has its own guidelines for adding new programs. There must be:

- 1. Consistency of the program with the State University System Strategic Plan, the USF System Strategic Plan and the strategic plans of each of its member institutions (USF Tampa, USFSP, USFSM), with consideration of:
 - a. Demonstrated need for program graduates;
 - b. Demonstration that the program does not unnecessarily duplicate existing State University System (SUS) degree programs;
 - c. Sufficient financial planning and resources for implementation;



- d. Projected benefit of the program to the university, local community and state;
- e. Institutional need for core academic programs that support the mission of the university and provide an academic base expected of graduate degree granting institutions of higher learning; and
- f. Maintenance of access and articulation for all programs within the SUS and the Florida College System (FCS) for baccalaureate degree programs, with notification throughout the SUS and FCS as designated by the BOG.

2. Institutional Readiness as demonstrated by:

- a. The ability to implement a high-quality program
- b. A curriculum appropriate for the discipline and program level
- c. Sufficient qualified faculty
- d. Sufficient institutional resources

C. Synergies and Economies of Scale

The USF System has a number of services that are shared across the institutions. Some of these are located at USF Tampa, while others are direct support organizations that report to the USF System President with the Board of Trustees providing fiduciary oversight.

By sharing resources, the institutions can more affordably access a robust palette of resources, such as library journal licenses, information technology, general counsel, and administrative services. Each institution is charged back for these services through a rubric that is negotiated and agreed upon every five years, in accordance with the USF System Governance Policy # 07-001.

D. Accreditation, Legislative Funding and Governance

The Florida Board of Governors requires the institutions to report Work Plans, Annual Accountability reports and State University System Performance Based Funding metrics as a single entity - the USF System. As such, when Performance Based Funding is determined, which is an increasingly large component of each institution's budget, the performance of one institution can have a significant effect on the total allocation for the USF System.

Conversely, the institutions of the USF System have different internal reporting structures as is required for each by SACSCOC. The accrediting agencies require



each institution to report independently to the USF System President and Board of Trustees, as if it was a standalone organization. Similarly, the Florida State Legislature funds each institution and, to some extent, USF Health, in a separate line item budget.

E. Collaboration

While the departments, colleges and institutions within the USF System collaborate today, greater collaboration is not only possible, it is desirable. Institutional barriers are being reduced by technology, but more needs to be done to accelerate the connectivity among faculty, staff, and students.

The new USF Health Collaborative is an excellent example of cross-institution collegiality, System-level planning and sharing of expertise. The Collaborative convenes all the health stakeholders across the USF System to partner on research, training, and care.



VI. The System Institutions



VI. The System Institutions

A. Descriptions of the Institutions

Below is a brief description of each of the three institutions of the USF System as provided in their respective current strategic plans.

USF Tampa

The University of South Florida Tampa (USF Tampa) is a major metropolitan research university located in the heart of the Tampa Bay region. Founded in 1956, USF Tampa was the first independent state university conceived, planned and built in the 20th century. With a current enrollment of more than 40,000 students, the university has made incredible strides in 61 years, developing into one of the nation's leading research institutions dedicated to:

- Student access, learning, and success through a vibrant, interdisciplinary, and learner-centered research environment incorporating a global curriculum.
- Research and scientific discovery to strengthen the economy, promote civic culture and the arts, and design and build sustainable communities through the generation, dissemination and translation of new knowledge across all academic and health-related disciplines.
- Partnerships to build significant locally- and globally-integrated universitycommunity collaborations through sound scholarly and artistic activities and technological innovation.
- A sustainable economic base to support USF's continued academic advancement.

USF-Tampa has significant objective evidence that it is fulfilling its mission and goals:

- Designated as the first "Emerging Preeminent State University" in Florida, by the Florida Board of Governors in June 2016.
- Ranked No. 1 in the state of Florida and No. 6 in the nation in Black Student Success for eliminating the completion gap between white and black students.
- Recognized as a Top 50 public research university by multiple publications (TARU, ARWU, Times Higher Ed).
- First in the State University System of Florida in research funding per full-time faculty member.
- One of 40 public research universities nationwide with "very high research activity" that is designated as "community engaged" by the Carnegie Foundation for the Advancement of Teaching.
- Nine graduate programs are ranked among the top 50 according to the 2017
 U.S. News & World Report Graduate School Rankings.



USF St. Petersburg

USF St. Petersburg (USFSP) was founded in 1965 and serves approximately 7,000 students, providing a top-tier option for students and families who want a more personalized campus experience. Well over 20,000 graduates have passed through its doors.

USFSP serves as an anchor for the downtown business district and a cornerstone of the City's Innovation District. USFSP is Pinellas County's only residential, public, research-active university, offering more than 40 undergraduate and graduate programs in three colleges: Arts and Sciences, Business, and Education. In 2016, *U.S. News & World Report* ranked USFSP 24th among Southern Regional Public Universities.

During the 1980s and 1990s, USFSP's reputation grew, and distinctive, new programs attracted students from across the country. In 2006, USFSP earned separate accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools. Now classified as a Master's Medium Institution by the Carnegie Commission on Higher Education, USFSP has also earned the elective Carnegie Classification of Community Engagement.

USFSP's Kate Tiedemann College of Business has earned AACSB International accreditation in both business and accounting, a distinction held by less than two percent of all business schools worldwide. The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) standards through the Council for the Accreditation of Educator Preparation (CAEP) Accreditation System, and the Department of Journalism and Media Studies earned reaccreditation in 2016 by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) for both undergraduate and graduate programs, including its online Master's program in digital journalism and design, one of only ten completely online accredited Master's degrees in the country.

USF Sarasota-Manatee

In 1974, the University of South Florida began offering evening courses in education, business, and liberal arts at six locations in Manatee and Sarasota counties. The Florida Legislature officially designated USF Sarasota-Manatee as a branch campus of USF in 1975. Throughout the 1980s and 1990s, the campus offered courses during the evening to serve part-time, commuter students with Associate's degrees working toward Bachelor's degrees in Arts & Sciences, Business, and Education. Master's degree offerings followed.



USF Sarasota-Manatee received separate budget authority in 2001, which established it as a distinctive member of the USF System. Five years later, USF Sarasota-Manatee moved from a shared space arrangement with New College of Florida to its own campus located on the Sarasota-Manatee county line.

In 2011, as required by state law, USF Sarasota-Manatee (USFSM) achieved separate regional SACSCOC accreditation to meet student demand and local needs. USFSM admitted its first freshman class and opened its first science laboratories on the campus of Mote Marine Laboratory in August 2013. The College of Business earned its own accreditation by AACSB in 2014 while USFSM Education programs received NCATE accreditation in 2015.

With approximately 2,000 students, USFSM is a comprehensive, non-residential regional university that serves Charlotte, Desoto, Manatee, and Sarasota Counties primarily. USFSM provides a high-quality bachelor's and master's-level education in a personalized learning community that prepares successful leaders and responsible citizens. The university remains student-centered, research-focused and community-engaged with significant economic and cultural impact in the region.

B. Strategies of the Institutions

Each of the three institutions has developed its own strategic plan which reflects its unique identity, vision, and aspirations. The aforementioned USF System goals must be understood not in a vacuum, but as a resolute intent to help each institution execute their respective plans. Below is a summary of the plans. Also included below may be content from each institution's prior work plans (submitted annually to both the USF BOT and the SUS BOG to provide a narrative update on the strategies being used to meet each institution's Strategic Plan). A link to their complete strategic plans can be found in the appendix of this document.

1. USF Tampa

As USF Tampa moves forward in positioning itself for AAU eligibility, it maintains its focused commitment to student success, along with embracing scholarship, research, innovation, community collaboration, and economic development at all levels, including USF Health. The foundation of its strategy is accountability, guided by the Board of Governors' Strategic Plan, USF Tampa's Strategic Plan and the Board of Governors' performance-funding model. By benchmarking progress to our current and aspirational peer institutions, a clear roadmap guides USF Tampa toward further excellence and, ultimately, AAU membership. Examples of key initiatives:



- USF Tampa continues to focus on the delivery of high quality, relevant and globally-informed academic programs to prepare graduates for leadership roles and workforce opportunities locally and across the world. USF Tampa's commitment to its global focus through its Quality Enhancement Plan for SACS reaccreditation has gained momentum and engaged faculty, students and staff university-wide. This initiative continues to work to enhance curriculum across USF Tampa with global, cross-cultural perspectives and to ensure that every student has an opportunity for a global experience—whether through a technology-enabled global classroom, a study abroad experience or meaningful interactions with international students and cultures.
- USF Tampa's commitment to producing high-impact research and innovation has resulted in an increase in its efforts to recruit and retain researchproductive new faculty. It also intensified its encouragement of undergraduate research that contributes to an overall positive education experience and enhanced student success. In addition, USF Tampa has implemented interdisciplinary initiatives to solve critical problems; provides training to increase external funding and continues to promote partnerships across the university and within the broader community.
- USF Tampa's focus on partnerships strengthens the Tampa Bay region and Florida as part of the global landscape. USF Tampa continually works to maximize efficiencies and use its resources in the most prudent ways possible—especially given the valued new infusion of performance-based funding investments. USF Tampa continues to work closely with its partners in the Florida Consortium of Metropolitan Research Universities—the University of Central Florida and Florida International University. The group has enjoyed great support from national grant-makers, notably the Helios Foundation, the Helmsley Charitable Trust and the Kresge Foundation. By sharing and developing best practices in predictive analytics, targeted support, high tech pathways and career readiness, the Consortium will continue to add value to the student success initiative at USF Tampa.

2. USF St. Petersburg

Initiatives at USFSP focus on the following strategic goals: enhancing student success and strengthening enrollment; communicating our distinctiveness and attracting students who are interested in USFSP as their destination of choice; improving student and employee diversity profile; investing in faculty excellence in research and innovative teaching; expanding strategic partnerships, building our infrastructure and ensuring financial sustainability. Specific strategies include:



- Developing a master academic plan outlining new programming for the next five years – one that envisions expanding the curriculum and developing new majors aligned with our strategic plan and responsive to the areas of strategic emphasis to meet regional, state and global needs while providing core academic programs that support the university's distinction as a regional comprehensive master's granting university.
- Fostering a culture of completion by increasing student persistence and timely progression to degree attainment through campus-wide support; delivering quality academic advising and holistic career development increasing opportunities for personalized learning experiences and internships and providing completion scholarships.
- Developing an intercollegiate athletics program in response to growing student interest in University athletics.
- Building adequate facilities to support our mission, programs and continued planned growth of our residential campus.
- Developing and implementing a Diversity Action Plan.
- Expanding philanthropic support by developing a fundraising strategy anchored to institutional priorities while continuing our success in obtaining legislative funding for those priorities.
- Ensuring that all USFSP students are globally prepared by providing affordable education abroad opportunities and daily interaction with international students which will comprise 10 percent of our student headcount.
- Providing input into the creation of USFSP logos for inclusion in the visual identity and graphic standards manual.
- Communicating to potential donors and partners to build the reputation of USFSP to tell the success stories and achieve our enrollment and fundraising goals.

3. USF Sarasota-Manatee

To prepare successful leaders and responsible citizens, USFSM has developed several key strategies to support the mission of providing high quality bachelor's and graduate-level education and scholarly activity in a personalized learning community. To meet this mission, strategic goals include: strengthening student success and student retention; advancing a culture of campus engagement; intentional enrollment management; enhance teaching and learning; support diverse scholarly activity, engage with the community and grow and diversify campus resources.

Specific strategies include:

 Enhancing student support services through early intervention, advising and the creation of career maps.



- Establishing dedicated space for student use and improving off-campus housing and academic program needs to better support student engagement on campus.
- Developing an enrollment management system to ensure sustainable growth in programs while also meeting market needs.
- Exploring and implementing innovative technologies, pedagogical methods and experiential opportunities such as international education opportunities, internships and service learning courses that increase student engagement in the learning process and improve student learning outcomes.
- Implementing a campus-wide community engagement plan that cultivates strategic partnerships to better serve the community in a mutually beneficial way.
- Creating financial sustainability through broadened external fundraising activities, supporting programs, endowments, sponsored research and partnerships while also leveraging shared-service-type arrangements to manage resources responsibly.



VII. Conclusion



VII. Conclusion

The USF System has established a strong foothold since its inception slightly more than a decade ago. Its member institutions and key capabilities have flourished, while the reputation of each has continued to be burnished. However, progress can be even more marked and timely. The USF System seeks to provide servant-leadership to its members, by providing a platform for greater collaboration, services and capabilities that help each institution reach never-imagined heights, while fostering an engaged community that is vested in its perpetual success.



VIII. Appendix



VIII. Appendix

- A. Links to Cited Materials
 - a) USF Tampa 2013-2018 http://www.usf.edu/ods/documents/strategicplans/usf-strategic-plan-2013-2018.pdf
 - b) USFSP adopted September 2014 https://www.usfsp.edu/vision2020/files/2014/09/USFSP_stratplan.pdf
 - c) USFSM Draft for 2015-2020 http://usfsm.edu/wp-content/uploads/2015/01/USFSM StrategicPlan 2015 06 04.pdf
 - d) Governance Policy http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/bot-policy-07-001.pdf
- B. Strategic Plan Development Process and Timeline Materials



Strategic Plan Development Process

On August 11, 2016, the USF Board of Trustees and President Judy Genshaft discussed the strategic direction of the USF System. Soon afterwards, the Board of Trustees Strategic Initiatives Committee, as well as President Genshaft, charged SVP for Strategic Development and COO of USF Health, Dr. Edmund Funai, with creating a committee to develop a dynamic USF System Strategic Plan. In September 2016, President Genshaft invited select Faculty and Staff to participate in this committee. The invitation letter is below.

EXHIBIT A: LETTER TO PARTICIPATE IN THE STRATEGIC PLANNING COMMITTEE



September 25, 2016

Mr. XXXXX Mail Point XXXX

Dear XXXX,

It is with great pleasure that I invite you to serve on the USF System Strategic Planning Committee (SPC). At the first meeting I will charge the committee with creating an USF System strategic plan that aligns USF System's overall mission and vision with the individual plans of each of the different colleges and units within the USF System. This is a wonderful opportunity to put our newly articulated BULLISH values into practice; to develop a system plan that helps make each of our institutions greater than the sum of its parts. We also plan on addressing system issues not currently in extant plans, such as branding, technology, and community engagement.

I have asked Dr. Ed Funai, Sr. VP for USF System Strategic Development and Dr. Perry Schoon, ACE Fellow to co-chair the committee. The composition of the committee will reflect the USF System's commitment to diversity, inclusiveness, and equal opportunity. In addition, it will also have numerous ad hoc members representing areas that developed strategic plans in the past several years.

I would appreciate your assistance and collaboration in this exciting endeavor. Please let us know if you agree to participate by contacting April Ingram at ingram@health.usf.edu or (813) 974-2232, by October 15, 2016. We look forward to seeing you soon to begin this very important work.

Sincerely,
Judy Genshaft
USF System President

Cc: Dr. Funai



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EXHIBIT B: STRATEGIC PLANNING COMMITTEE MEMBERS

USF System Strategic Planning Committee members

Roberta Burford John Robinson

Bill Carlson (Tucker Carlson) Dr. Perry Schoon

Dr. Terry Chisolm Dr. Sandra Stone

Dr. Ed Funai Dr. Cindy Visot

Dr. James Garey Mark Walsh

John Long Dr. Sophia Wisniewska

Dr. Terry Osborn Dr. Karen Holbrook

Carole Post

Steve Prevaux

USF System Strategic Planning sub-writing committee

Bill Carlson (Tucker Carlson)

Dr. Ed Funai

Carole Post

Steve Prevaux

John Robinson

Dr. Perry Schoon

Dr. Cindy Visot

April Ingram

Paige Beles Geers



EXHIBIT C: STRATEGIC PLANNING SCHEDULED PLANNING EVENTS

Meeting Dates	Meeting Times	Meeting Location
Tuesday February 21st (Writing)	1-3	Provost's Conference Room
Monday February 27 th	1-3	President's Conference Room
Monday March 6 th (Writing)	1-3	CMS, 3007
Monday March 27 th	1-2	President's Conference Room
Monday March 27 th (Writing)	2-3:45	President's Conference Room
Monday April 17 th (Writing)	1-3	Provost's Conference Room
Friday April 21 st	3:30 -5	President's Conference Room
Monday May 8 th (Writing)	1-3	Patel, CGS 302
Tuesday May 23 rd (Writing)	3-4	President's Conference Room
Tuesday May 23 rd	4-5	President's Conference Room
Friday June 2 nd	3:30 – 5	HOLD Possible final meeting
Thursday June 8 th	9:30 – 12:30	BOARD MEETING – MSC



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EXHIBIT D: STRATEGIC PLANNING TIMELINE

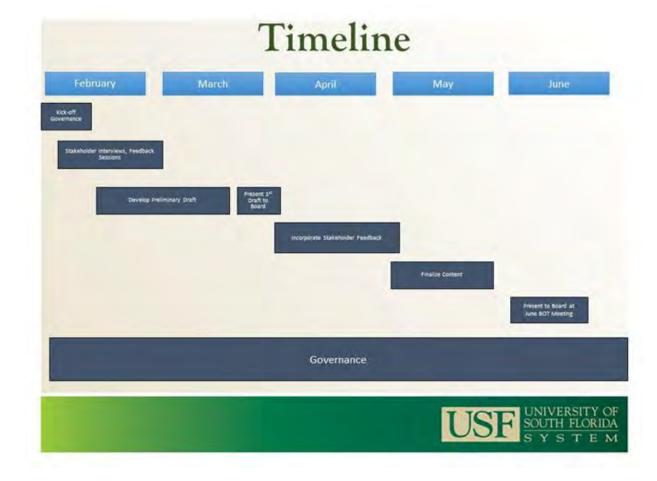


EXHIBIT E: STRATEGIC PLANNING PROCESS OUTLINE

Process

- 1. Refine outline and develop content based on:
 - Identification/analysis of key stakeholders
 - Existing Campus Strategic Plans
 - 2017 Strategic Plan Committee Recommendations (USF System leadership, including Regional CEOs)
 - Individual feedback and direction from each Trustee and Regional CEO
- 2. Facilitation of writing process by Bill Carlson (Tucker Hall) and the Strategic Plan Writing Sub-Committee



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EXHIBIT F: STRATEGIC PLANNING STAKEHOLDERS AND INTERVIEWEES

Stakeholders and Interviewees

<u>Trustees</u> <u>Stakeholders/Interviewees</u>

President Judy Genshaft Provost Wilcox

Brian Lamb (Chair) Regional Chancellor Sophia Wisniewska
Scott Hopes Regional Vice Chancellor Terry Osborn

Michael Carrere Dr. Paul Sanberg and Judy Lowry (Research)
Stephanie Goforth Joel Momberg, Dr. Ed Funai and Dr. Paul Sanberg

Jim Stikeleather (Trustee Liaison) (Community Development)

Jordan Zimmerman (Vice Chair) Mark Harlan (Athletics)
Hal Mullis Sidney Fernandes (IT)

James Garey Kathleen Moore

Stanley Levy Jose Hernandez (Diversity)

John Ramil Gerard Solis, John Long and Jeff Muir (Risk

Byron Shinn Management)

Nancy Watkins John Robinson and Dr. Funai (Branding)

Helen Levine Casey Welch



USF System Strategic Plan

Dr. Edmund Funai Senior Vice President June 8, 2017



Development Process

- ➤ Board Request
- Formation of USF System Strategic Planning Committee
- ▼ Plan Development

Consideration of each System Member Plan

Stakeholder interviews

▼ Plan Focus

This Plan primarily focuses on mission, values and three key strategic goals

➤ Adaptive Planning



USF System Strategic Plan Goals

✓ Goal 1

Leverage the USF System and its capabilities to enable each member institution to set more ambitious goals and achieve greater success than they would otherwise.

✓ Goal 2

Activate key constituencies to provide value to our institutions, region and the State of Florida.

Goal 3

Be widely known for excellence.



Goal 1: Leverage the USF System

A. Student Success

B. Cost-Effectiveness

C. Collaborative Institutional Partnerships

Establish an ongoing partnership with each institution's leadership team

D. Maximized Technology

To accelerate innovation and collaboration throughout the system

E. Seamless Student Access



Goal 2: Activate Key Constituencies

A. System Advocacy

Zealous advocacy for the System, in all applicable domains

B. Community Engagement

Find new ways to build value for students and the community

C. Connectivity with Alumni

Alumni will vigorously help the USF System grow and prosper from their grateful advocacy and philanthropy

D. Trust Relationship with Leaders

E. Expand USF System Community Leadership Role

promote economic development, enhanced student experiences and positive community change Placing USF System personnel, students and alumni in community leadership positions that

F. Enhance Diversity for Competitive Advantage



Goal 3: Be Widely Known for Excellence

A. Upgrade USF System Promotion

Market as the best education destination in Florida and as a magnetic place that will attract students to actualize their goals

Strong Collaborative Communications/Marketing

Collaborate across the three institutions in communications and marketing for purposes of strengthening the USF System brand

C. Focused Communications Expansion

Expand the communications capability for targeted outreach, inclusive of funders, value added partners, the media, and key communities

D. Innovative Visual Identity and Branding

Establish and promote an updated visual identity and brand for the USF System

Honor Institutional Unique Branding/Promotion Needs نى

Establish and manage guidelines for separately branding and promoting each institution's unique



Current System Shared Services/Resources

- ▼ Alumni/Community Engagement
- Athletics
- ▶ Brand Recognition
- Corporate Partnerships
- Diversity, Inclusion & Equal Opportunity
- Finance and Administration
- **Government Affairs**
- USF Health
- ▼ Information Technology
- Research/Innovation
- Risk Management



Adaptive Strategic Planning

- Reevaluate plan at least once every 6 months A
- ∨ Next plan iteration focus points
- ✓ Role of the USF System
- ✓ Value distribution & System structure
- ✓ Defining stakeholders
- ✓ USF System measures of success
- Future of higher education
- Thanks to this Board and the Committee for its unwavering support A
- Especially Trustee Stikeleather for his vision and commitment



Agenda Item: FL 122

USF Board of Trustees June 8, 2017

Issue: United Faculty of Florida Graduate Assistants United (GAU) Contract, 2017 – 2020

Proposed action: Approval of the 2017-2020 Agreement between USF BOT and GAU.

Executive Summary:

This is a new three-year contract between USF-BOT and GAU, which when ratified will take effect July 1, 2017, at the expiration of the current contract on June 30, 2017, and remain in effect until June 30, 2020. Both parties agreed that there shall be no reopeners but that any mutually "acceptable agreement" or Memorandum of Understanding shall be put in writing and become part of the Agreement upon ratification by both parties.

Contract Highlights

- The University and GAU agreed to retain the status quo in most of the articles in the previous Agreement. The following denote the notable changes both sides agreed to make.
- In Article 21.1, both the University and GAU agreed that the duration of this Agreement is three years without any re-openers.
- Also in Article 21.3, the University and GAU clarified the manner of communication and with whom to communicate on issues related to this Agreement.
- In Article 23.1, the University and GAU agreed to raise the minimum stipend of Masters level Graduate Assistants employed at 0.50 FTE from the current \$10,540 to \$11,045 in 2017/18 academic year, to \$11,850 in 2018/19 academic year and to \$12,500 in the 2019/20 academic year.
- Also in Article 23.1, the University and GAU agreed to raise the minimum stipend
 of Doctoral level Graduate Assistants employed at 0.50 FTE from the current \$12,
 600 to \$14,500 in 2017/18 academic year, to \$16,080 in 2018/19 academic year
 and to \$17,830 in the 2019/20 academic year
- Also in Article 23.1, both parties agreed that appointments greater or less than 0.50 FTE but not less than 0.25 FTE shall be paid at a stipend rate representing a proportion of the minimum as determined by the fractional FTE appointment.
- In Article 23.5, the parties agreed that the stipend increases agreed to in Article 23.1 are contingent upon no reduction in the University's Performance Based Funding (PBF) as compared to the level of PBF on August 1, 2016.

Also in Article 23.5, the parties agreed that in the event of reduction in PBF, the
University shall have the sole discretion to determine whether to proceed with the
increases described in 23.1. In the event the University does not proceed with the
increases, it will notify GAU in writing within 30 days for the parties to meet and
bargain in good faith.

Financial Impact:

The approximate total cost of the Agreement is \$1,958,849. The yearly costs are \$640,063 in 2017/18, \$652,864 in 2018/19 and \$665,922 in 2019/20.

Strategic Goal(s) Item Supports.

This Agreement supports all strategic goals by enabling the University to:

- Recruit high ability graduate students from the state and around the world.
- Recruit high ability graduate students whose academic success will help raise the status of the University.
- Recruit high ability graduate students who help faculty research in their scientific discoveries to benefit the state economy.
- Recruit high ability graduate students to help faculty advance their research to propel the University toward AAU quality status.

Supporting Documentation Online (please circle): Yes No

USF System or Institution specific: USF System

Prepared by: Kofi Glover, 974-0949

Collective Bargaining Agreement

2014 <u>2017</u> – 2017 <u>2020</u>

University of South Florida and

United Faculty of Florida/Graduate Assistants United

As Amended 2016

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3

Preamble

A Graduate Assistant (GA) is first and foremost a student who is engaged in the continued process of training and acquisition of knowledge in order to enhance employability in the job market. A Graduate Assistantship is contingent upon admission to a formal graduate program. While an academically qualified student admitted to a graduate program who achieves a certain level of academic standard may be provided a subsidized financial package in the form of a Fellowship or Graduate Assistantship, it is never the case that an individual is employed as a Graduate Assistant prior to admission to a graduate program.

The intent of the University of South Florida Board of Trustees (hereafter the University) and the United Faculty of Florida/Graduate Assistants United (hereafter UFF-USF-GAU) in carrying out negotiations for the members of the bargaining unit is to advance the quality and effectiveness of graduate education at the University of South Florida (hereafter USF), and to make the University a desirable place to teach and research. The University and the UFF-USF-GAU aim to maintain high standards in all phases of administration, instruction, research, and service. The University and the UFF-USF- GAU recognize the mutual benefits of continual improvement through amicable adjustment of matters of mutual interest.

The parties recognize the unique contributions of graduate assistants to the work of the University. Graduate assistants play a key role in the teaching and research endeavors of the University. A competitive compensation package which enables the University to attract and retain highly qualified graduate assistants is desirable.

The University and the UFF-USF-GAU also recognize the value of a governance system for graduate assistants in areas of academic concern, and that shared governance within this system be maintained and strengthened. The University's academic governance system shall recognize the participation of graduate assistants, at appropriate levels and with reasonable rights and privileges. Matters which may benefit from the involvement of graduate assistants, and to which they may contribute their experience and knowledge include: (a) curriculum policy and structure; (b) requirements for degrees; (c) policies for recruitment and retention of students; (d) development or reorganization of academic programs; (e) grading policies; and (f) other matters of traditional academic concern. The President or representative may confer with Graduate Student Councils or similar bodies on all matters of academic concern; however, the University and the UFF-USF-GAU understand that such conferences shall not interfere with the exclusive right of UFF-USF-GAU under this collective bargaining agreement to negotiate the terms and conditions of employment for graduate assistants at USF.

This Preamble is a statement of intent and is, therefore, not subject to Article 11, Grievance Procedure.

1

Article 1

Recognition

1.1 Bargaining Unit. Pursuant to the certification of the Florida Public Employees Relations Commission, dated June 18, 1980, as amended by Public Employees Relations Commission Order Number 03E-170 dated July 17, 2003, which can be located at 29 FPER P 180, certifying the United Faculty of Florida (UFF-USF-GAU) as the exclusive representative, solely for the purpose of collective bargaining with respect to wages, hours, and other conditions of employment as specifically set forth in the Agreement, for all employees in the bargaining unit described in said certification, the University has entered into this Agreement. The bargaining unit is described as employees holding the following titles at the University of South Florida:

Graduate Research Assistant (Class Code 9182), Graduate Research Associate (Class Code 9181), Graduate Teaching Assistant (Class Code 9184), Graduate Teaching Associate (Class Code 9183), Graduate Assistant (Class Code 9185), and Graduate Instructional Assistant (Class Code 9550).

1.2 Exceptions. Nothing contained in this Agreement shall be construed to prevent the University or its representatives from meeting with any individual or organization or hear views on any matter; provided, however, that as to any such matter which is a proper subject of collective bargaining and covered by a term of this Agreement, any changes or modification shall be made only through negotiations and agreement with UFF-USF-GAU.

Article 2

Appointments, Reappointments, and Terminations

- 2.1 Letter of Appointment. The University shall make appointments on letters, signed by a representative of the University and the appointee. The letter of appointment shall be sent to the appointee within ten (10) days after the conditions necessary for the appointment have been met. No salary shall be paid in the absence of a signed letter of appointment properly on file with the University. The employing department shall ensure that the signed letter of appointment is properly on file. The University may add additional informational items but may not thereby abridge the rights or benefits provided in this Agreement. The letter shall contain the following elements as a minimum:
 - (A) Date;
 - (B) Classification title and class code;
 - (C) Employment unit (e.g., department, college, institute, area, center, etc.);
 - (D) Length of appointment and a statement that no department or University representative may make a binding agreement to reappoint the employee for longer

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than the term of the contract. Research grants, advisor's promises, and departmental agreements are not binding;

- (E) Special conditions of employment;
- (F) Name of supervisor and a statement that the supervisor may or may not be the same person as the academic advisor or committee chair;
- (G) A statement that the employee's signature thereon shall not be deemed a waiver of the right to process a grievance with respect thereto in compliance with Article 11, Grievance Procedure;
- (H) A statement that the employee's appointment makes an employee eligible to apply for but does not guarantee a tuition payment. The parties acknowledge that employees need this information as soon as available. Thus, employees will be notified in a timely manner whether they will receive tuition payment under the University tuition payment program.
- (I) A statement that the appointment is contingent upon the employee providing required documentation of employability;
- (J) A statement that the appointment is subject to the Constitution and laws of the State of Florida and the United States, the regulations of the University, and this Agreement;
- (K) Percent of full-time equivalent (FTE) assigned, and the corresponding average hours per week as defined in Article 6.1(A);
- (L) Stipend based on appointment and the amount paid per biweekly pay period;
- (M) A notice specifying the location of the employee's official evaluation file and stating the employee's right to access such file; and
- (N) A statement that "All graduate assistants at USF work under a contract negotiated by Graduate Assistants United (GAU) and the Board of Trustees. GAU is the labor union certified as the exclusive bargaining agent for graduate assistants at USF."
- (O) A separate signature block with a statement that the employee's signature below indicates consent by the student to release of his or her campus email address to GAU in accordance with Article 17.6 (A).
- (P) A statement that the employee may be eligible for a health insurance subsidy, that the employees must self-enroll for the health insurance policy, and instructions on how, when, and where to self-enroll.
- 2.2 Reappointments. No appointment shall create any right, interest, or expectancy in any other appointment beyond its specific term. Upon written request, the UFF-USF- GAU shall be provided information regarding established guidelines for graduate assistant appointments. When appointed, employees shall be provided with criteria concerning reappointment.

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- 2.3 Length of Appointment. Appointments may be for any period of time up to one (1) calendar year. The University shall appoint the majority of the .5 FTE employees in Graduate Assistant positions (9183, 9184, 9185, 9550) to an appointment of at least one (1) academic year, consistent with the faculty calendar (19.5 pay periods). Graduate assistants (9181, 9182) who are supported on grants and contracts will only be appointed for one (1) academic year dependent upon the availability and duration of the grant or contract funding.
- 2.4 Notice. Timely processing of appointment letters is fundamental to the efficient operation of the University and subject to special consultation pursuant to Article 24.2.
 - A. Fall Appointments. Employees serving in at least one (1) semester appointment during an academic year shall be provided with a letter of intent regarding continuation or non-continuation of employment for the subsequent Fall semester by April 30, if practicable. A final letter of appointment, if necessary, shall be provided to the employee by June 30, if practicable.
 - B. Spring Appointments. Employees who will be offered an appointment to commence at the start of the Spring semester shall be provided with a letter of intent by August 30, if practicable. A final letter of appointment for mid-year appointees, if necessary, shall be provided to the employee by October 30, if practicable.
 - C. Examples of matters which may result in a delay in notification include, but are not limited to, funding not finalized or course offerings or schedule not finalized.
- 2.5 Changes in appointment.
 - A. Any appointment may be curtailed, diminished, or terminated at any time by reason of the following documented circumstances:
 - (1) unsatisfactory performance of assigned duties;
 - (2) unsatisfactory performance in coursework and/or progress toward degree;
 - (3) incompetence or misconduct of the employee;
 - (4) lack of funds as a result of adverse financial conditions;
 - (5) completion of degree requirements.
 - B. The University shall provide two weeks' written notice in any change in appointment in the case of 2.5A (1) and (4). (Amended 2016)
 - C. The University shall provide at least two weeks' written notice in the case of 2.5A (4). Whenever financially feasible additional notice may be provided, up to a semester of advance notice. In these cases the University shall:
 - (1) Include in the notice of non-reappointment that the action is taken as a result of adverse financial conditions and does not reflect on the performance of the employee; and
 - (2) Make reasonable efforts to assist the employee in finding alternate employment through consideration for other vacancies appropriate for the skills of the employee.

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D. The University shall provide written notice of non-reappointment. The notice shall include a statement which indicates that the action is grievable under the provisions of the USF/UFF-USF-GAU Collective Bargaining Agreement. An employee who receives a written notice of non-reappointment shall be entitled, upon written request within fourteen (14) days following receipt of such notice, to a written statement of the basis for the decision not to reappoint. The University shall provide such statement fourteen (14) days following receipt of such request. Deadline for notices of Fall and Spring non-reappointment shall be April 30 and October 31 as specified in 2.4 A and B respectively. (Amended 2016)

E. When the University has reason to believe that the employee's presence on the job will adversely affect the operation of the University, the University may immediately place the employee on leave with pay, pending investigation of the event(s) leading to that belief. However, such leave with pay shall not extend beyond the semester in which the action is taken.

Article 3

Employment Performance Evaluation

3.1 Policy. A comprehensive annual performance appraisal for each employee, whose term of appointment is one (1) semester or longer, shall be evaluated in writing once during each such appointment. The University-wide comprehensive annual performance appraisal format will be used for all appraisals. The employment evaluation shall include evaluation of assigned duties and such other responsibilities as are appropriate to the assignment. Additional consideration will be given to the satisfactory progress towards completion of the degree program according to University policy. Personnel decisions shall take such employment evaluations into account, provided that personnel decisions need not be based solely on written employment performance evaluations. The Graduate Program Director will certify completion of the annual performance appraisal for each employee to the Graduate School.

3.2 Procedures. The comprehensive annual performance appraisal shall be discussed with the employee, at which time any deficiencies shall be specifically noted and suggestions for their improvement made. A reasonable schedule shall be given to accomplish the necessary improvements. Such evaluation shall be placed in the employee's evaluation file. The comprehensive annual performance appraisal shall be signed by the person who performed the evaluation and shall be shown to the employee, who shall be given the opportunity to sign it. A copy of the comprehensive annual performance appraisal shall be given to the employee. The employee may attach a concise comment to the comprehensive annual performance appraisal form. Written student comments or evaluations need not be signed to be used for evaluation purposes. If the performance evaluation is not completed in accordance with 3.1, the employee's performance shall be deemed satisfactory for the covered period.

3.3 Observations and Visitations. Observations or visitations for the purpose of evaluating employee performance may be either announced or unannounced.

(1) Within two (2) weeks after an observation or visitation, the employee shall have an opportunity to meet and discuss the observation or visitation with the observer. The

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University and the UFF-USF-GAU agree that it is beneficial for the employee and the observer to meet as soon as possible after the observation.

- (2) A concise written comment by the observer regarding the observation or visitation shall be placed in the evaluation file. A copy of such comment shall be given to the employee no later than two (2) weeks following the observation, unless the employee and observer agree to extend the time period or there is a documented unavailability of either party. Such comment shall not be grievable; however, the employee shall have the right to respond in writing and shall have such response attached. The employee shall have the right, to be exercised within three (3) working days after the meeting with the observer, to request in writing an additional observation or visitation by a different observer. Such additional observation or visitation shall be accomplished prior to the end of the semester, and shall be placed in the evaluation file. The employee shall have the right to respond to this observation also and have the response attached.
- 3.4 Criteria. The comprehensive annual performance appraisal shall be based upon assigned duties, and shall consider the nature of the assignment, in terms where applicable, of:
 - A. Teaching effectiveness, including effectiveness in presenting knowledge, information, and ideas by means or methods such as lecture, discussion, assignment and recitation, demonstration, laboratory exercise, practical experience, and direct consultation with students. The evaluation shall include consideration of effectiveness in imparting knowledge and skills, and effectiveness in stimulating students' critical thinking and/or creative abilities, and adherence to accepted standards of professional behavior in meeting responsibilities to students.
 - B. Contribution to the discovery of new knowledge, development of new educational techniques, and other forms of creative activity. The evaluation shall include consideration of the employee's productivity, including the quality and quantity of what has been done during the year, and of the employee's research and other creative programs and contributions; and recognition by the academic or professional community of what is done.
 - C. Service to, and awards by, international, professional, state, and community organizations.
 - D. The employee must show progress toward degree completion in a timely fashion to assure successful completion of the degree within the timelines established by University policy.

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Article 4

Employee Evaluation File

- 4.1 Policy. There shall be only one (1) employee evaluation file in which all written materials used to evaluate employee performance are maintained so that when evaluations and personnel decisions are made, the only documents which may be used are those contained in that file. The evaluation file shall be separate from the student and medical records maintained by the University and shall be located in the official personnel file maintained in the Human Resources Office.
- 4.2 Access. An employee may examine the employee evaluation file upon reasonable advance notice, during the regular business hours of the office in which the file is kept, normally within the same business day as the employee requests to see it and under such conditions as are necessary to insure its integrity and safekeeping. Upon request, an employee may paginate with successive whole numbers the materials in the file, and may attach a concise statement in response to any item therein. Upon request, an employee is entitled to one (1) free copy of any material in the evaluation file. Additional copies may be obtained by the employee upon payment of a reasonable fee for photocopying. A person designated by the employee may examine that employee's evaluation file with the written authorization of the employee concerned and subject to the same limitations on access that are applicable to the employee.
- 4.3 Indemnification. UFF-USF-GAU agrees to indemnify and hold the University, and its officials, agents, and representatives harmless from and against any and all liability for any improper, illegal, or unauthorized use by UFF-USF-GAU of information contained in such employee evaluation file.
- 4.4 Use of Evaluative Material. In the event a grievance proceeds to arbitration, the University, UFF-USF-GAU, the arbitrator, and the grievant shall have the right to use copies of materials from the grievant's evaluation file relevant thereto in the arbitration proceedings.
- 4.5 Anonymous Material. No anonymous material shall be placed in an employee evaluation file, except for student evaluations which are part of a regular evaluation procedure of classroom instruction.
- 4.6 Materials in Evaluation File. Evaluative materials or summaries thereof, prepared as part of a regular employee evaluation system, may be placed in an employee evaluation file after a copy has been presented to the employee for signature. The employee's signature does not necessarily indicate agreement with the contents of the document. The employee may append a written statement to the evaluation expressing their interpretation of the evaluation.
- 4.7 Removal of Contents. Materials shown to be contrary to fact shall be removed from the file. This section shall not authorize the removal of materials from the employee evaluation file when there is a dispute concerning a matter of judgment or opinion rather than fact. Materials may also be removed pursuant to the resolution of a grievance. The parties to this Agreement acknowledge the requirements of the public records law and nothing contained herein shall authorize any action contrary to law. The union encourages employees to collect

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information from their own file and make it available for viewing to their representative if necessary, so the University and its staff are not unduly burdened with compliance.

4.8 Only University officials with a business need may inspect information reflecting evaluations of employee performance in accordance with applicable law.

Article 5

Academic Freedom and Responsibility

- 5.1 The University of South Florida affirms the principles of academic freedom and responsibility, which are rooted in a conception of the University as a community of scholars united in the pursuit of truth and wisdom in an atmosphere of tolerance and freedom.
- 5.2 Academic Freedom is the freedom to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression; to speak freely on all matters of university governance, and to speak, write, or act as an individual, all without institutional discipline or restraint.
- 5.3 Academic Responsibility implies the honest performance of academic duties and obligations, the commitment to support the responsible exercise of freedom by others, and the candor to make it clear that the individual, while he or she may be freely identified as an employee of the University, is not speaking as a representative of the University in matters of public interest.
- 5.4 On the part of the Administration, Academic Responsibility implies a commitment actively to foster within the University a climate favorable to responsible exercise of freedom.

Article 6

Workload

- 6.1 Assignment of Responsibilities. The parties understand that, while hourly rate may be used in statistical calculations or to report the fulfillment of duties to governing agencies, graduate assistants who are employed as research, teaching or instructional assistants (Class codes 9181, 9182, 9183, 9184, 9550) are salaried employees. Graduate assistants employed in Class code 9185 are appointed as non-exempt hourly employees and will need to complete a time sheet. Time clocks shall not be used to record work hours.
 - A. No employee shall be assigned employment responsibilities during a semester that exceed an average of ten (10) hours per week for one-fourth time; thirteen and one third (13.3) hours per week for one-third time; twenty (20) hours per week for a one half time appointment; or thirty (30) hours per week for a three-quarter time appointment. The same proportional relationship applies to all other FTE's.
 - B. For the purposes of determining whether an assignment can be accomplished within the time limitations described herein, research and other activities that lead directly to an employee's thesis, dissertation, or other degree requirements need not be counted as part of the assigned workload.

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- 6.2 Request for Clarification of FTE Calculation. Upon request by an employee, a department shall provide a description of its expectations for FTE.
- 6.3 Grievability. In the event an employee has reason to believe that the assignment exceeds the guidelines described in Article 6.1(A), the employee may file a grievance pursuant to the procedures in Article 11.

Article 7

Outside Activity/Conflict of Interest

7.1 Policy. Outside employment or other activities that interfere with an employee's obligation to the University or that constitute a conflict of interest are prohibited. No employee who engages in outside employment or other activity shall claim to be an official University representative in connection with an outside employment or other activity. No employee may use University personnel, equipment, or facilities in

connection with the outside employment or activity without prior approval of the President or representative. Approval for the use of University facilities, equipment, or services may be conditioned upon reimbursement for the use thereof.

7.2 Report of Outside Activity. Any employee who proposes to engage in any outside activity that the employee should reasonably conclude may create a conflict of interest, or any compensated professional activity, shall report to the employee's supervisor, in writing on the University form prescribed for such report, the details of such proposed activity prior to engaging therein. The University agrees to consult with the GAU regarding any changes to the form for reporting outside activity.

Article 8

Nondiscrimination

8.1 Policy. Neither the University nor UFF-USF-GAU shall discriminate against any employee based upon race, color, sex, religion, national origin, age, veteran status, disability, or marital status, consistent with federal and state law, nor shall the parties discriminate based upon sexual orientation or membership or non-membership in a union. The University agrees that personnel decisions, including reappointment, promotion, evaluation and disciplining of an employee, shall be based solely on job- related criteria and performance.

A. Sexual harassment is a form of prohibited sex discrimination which is prohibited both by law and University policy. In Meritor Savings Bank v. Vinson, 106 S. Ct. 2399 (1986), the United States Supreme Court defined sexual harassment (29 CFR 1604.11a) in the employment context as including the following:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct

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has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

- B. To promote an environment at the University which is free from unlawful discrimination and harassment, graduate assistants are encouraged to report immediately any concerns regarding discrimination or sexual harassment. Graduate assistants acting in a supervisory capacity (including supervisors of laboratories) or teaching capacity are required to report allegations from their students or those they supervise regarding discrimination, including sexual harassment, to appropriate administrators. Appropriate administrators include, but are not limited to, the employee's immediate supervisor, graduate coordinator, department chair, or Dean, or administrators in the University's Diversity and Equal Opportunity Office (DEO) or Human Resources Department.
- C. Claims of discrimination, including sexual harassment, must be processed with the University DEO office rather than through the Article 11 grievance process. Employees who file a complaint with DEO will be notified of their right to file a complaint with outside agencies. More information may be located at the DEO website.

Article 9

Copyrights and Patents

- 9.1 Disclosure. An employee shall disclose all patentable inventions and technological developments which the employee may develop or discover while an employee of the University. With respect to inventions made during the course of approved outside employment, the employee may delay such disclosure for no more than one hundred and eighty (180) days, when necessary to protect the outside employer's interests, until the decision has been made whether to seek a patent.
- 9.2 Waiver of Rights. While an employee may, in accordance with Article 7, Outside Activity/Conflict of Interest, engage in outside employment pursuant to a consulting agreement, the Office of Academic Affairs and the Office of Research must approve any requirement by the outside employer that the employee waive the employee's/University's rights to any patentable invention or discoveries which arise during the course of such outside employment. An employee who proposes to engage in outside employment shall furnish a copy of the University's patents policy to the outside employer prior to or at the time the consulting agreement is executed.
- 9.3 Federal Sponsorship. If the employee's activities involve inventions or discoveries conceived under Federal sponsorship or supported by University funds or resources, then the Office of Academic Affairs and the Office of Research shall not grant permission to waive patent rights.
- 9.4 Reporting Procedures. The employee shall report directly to USF Division of Patents and Licensing the nature of the discovery or new invention, together with an outline of the project and the conditions under which it was done. If the University wishes to assert its interest in the patent, the USF Division of Patents and Licensing shall inform the employee within a maximum of one hundred and thirty-five (135) days. It is understood that every effort shall be

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made at appropriate administrative levels to expedite the decision-making process to minimize the time involved. The division of proceeds between the University and the employee generated by the licensing of patent rights or trade secrets shall be negotiated and reflected in a written contract between the University and the employee. All such agreements shall comport with and satisfy any preexisting commitments to outside sponsoring agencies, but the employee shall not commit any act which would tend to defeat the University's interest in the matter, and the University shall take any necessary steps to protect such interest.

Leaves of Absence and Other Leave

10.1 Each employee shall be credited with five (5) days of paid leave per semester appointment. Such paid leave shall be used in increments of not less than one (1) day. For example, an employee scheduled to work six (6) hours on Monday and three (3) hours on Tuesday, who is unable to perform assigned duties on these days for any of the reasons described below, would be charged with two (2) days of leave, regardless of FTE appointment, or number of work hours scheduled. The leave provided under this article shall not be cumulative.

10.2 An employee may use paid leave described in 10.1 above when:

A. Disabled or otherwise unable to perform because of injury, illness, jury duty, required U.S. military service, or when unable to so perform because the employee's presence is required elsewhere because of injury, illness, or death in the immediate family. Immediate family shall consist of mother, father, spouse or domestic partner, sister, brother, child, a person in a legal dependent relationship with the employee, or other relative living in the employee's household. The employee shall notify the supervisor of the inability to serve as soon as possible.

- B. Taking examinations for professional licensing related to the degree or qualifying examinations as required by the University.
- C. Traveling to conferences or other events for professional development.
- 10.3 An employee shall not be required to use leave when the University is officially closed, unless the special conditions of the appointment require the employee to perform duties at these times.
- 10.4 Release Time.

A. A unit of release time shall equal 10 hours per week. Release time may be allocated in increments of 5 or 10 hours per week, The University agrees to provide up to 3 total units of release time per semester during the academic year (Fall and Spring) and 2 total unit of release time during the Summer semester to employees designated by the UFF-USF-GAU for the purpose of carrying out the UFF-USF-GAU's obligations in representing employees and administering this Agreement. The UFF-USF-GAU may designate employees to receive this release time subject to the following conditions:

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- (1) No more than one employee per department may be granted release time at any one time, unless that department employs more than twenty- five (25) employees.
- (2) The award of release time shall not reduce the workload obligation of a teaching graduate assistant below 10 hours per week. The award of release time shall not reduce the workload obligation of a graduate assistant below 5 hours per week. Release time may be granted in addition to the graduate assistant's normal appointment. The award of a supplemental appointment shall not push the graduate assistant's total workload beyond 0.74FTE. This provision shall expire at the end of Fall semester 2016.
- (3) An employee who has been granted release time for two consecutive semesters shall not again be eligible for release time until two consecutive semesters have elapsed following the end of the second semester in which such release time was granted.
- (4) The UFF-USF-GAU shall provide the University with a list of requested designees at least four (4) weeks prior to the first day of classes for the semester. The list will indicate each employee's requested FTE for release time. Upon approval of the designees by the University, the designees shall serve for one (1) academic year. Substitutions for the Spring semester may be made upon written notification submitted by the UFF-USF-GAU to the University no later than four (4) weeks prior to the first day of classes for the Spring semester.
- (5) Employees on release time must remain students in good standing at the University during their release time appointment.
- B. Release time shall be used for conducting University-related UFF-USF-GAU business, and shall not be used for lobbying or other political representation except in accordance with state or federal law.
- C. Upon the failure of the UFF-USF-GAU to provide a list of designees by the specified deadlines, the University may refuse to honor any of the release time requests which were submitted late. Substitutions submitted after the deadlines in Article 10.4(A)(4) shall be allowed at the discretion of the University.
- D. Employees on release time shall be eligible for stipend increases on the same basis as other employees, but their release time activities shall not be evaluated nor taken into consideration by the University in making personnel decisions.
- E. Employees on release time shall retain all rights and responsibilities as employees, but shall not be considered representatives or agents of the University for any activities undertaken on behalf of the UFF-USF-GAU. UFF- USF-GAU agrees to hold the University harmless for any claims arising from such activities, including the cost of defending against such claims.

10.5 Unpaid Leave

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- A. Graduate assistants shall be eligible for six (6) weeks of unpaid leave from their employment responsibilities during any 12-month period for one of more of the following reasons:
 - (1) The birth of a child and in order to care for that child:
 - (2) The placement of a child with a graduate assistant for adoption or foster care;
 - (3) To provide the care for a serious health condition of a spouse, domestic partner, mother, father, brother, sister, child, legal dependent, or a relative living in the graduate assistant's household;
 - (4) A serious health condition of the graduate assistant which makes the GA unable to perform his or her essential job duties,
- B. The graduate assistant shall provide the University with written notice not less than thirty (30) days prior to the date of the requested leave, if practicable. In the case of emergency, the graduate assistant must give verbal notice within twenty-four (24) hours of taking leave. In the case of a serious health condition, the University may request medical verification from a health care provider. The University may also require the GA to see a medical provider of the University's choice and at the University's expense.
- C. Unpaid leave, including extensions, shall be at the sole discretion of the University.
- D. The GA is eligible to return to the same or similar position at the conclusion of the leave. This return provision does not apply if the return date is after the completion of an employment contract.
- E. The University shall continue to pay the health care premiums during the duration of the GA's leave. If applicable, the University tuition waiver shall be maintained.
- F. A GA must be in at least a second semester of employment as a graduate assistant to be eligible for this leave provision.
- G. This unpaid leave, if granted, does not relieve the GA from meeting his/her program responsibilities. A separate arrangement must be made with the Director of Graduate Studies of the Department of the Department Chair, which-ever is applicable.

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Article 11

Grievance Procedure and Arbitration

11.1 Purpose. The University and the UFF-USF-GAU agree that all problems should be resolved, whenever possible, before the filing of a grievance and they encourage open communication between administrators and employees so that resort to the formal grievance procedure will not be necessary. The parties further encourage the informal resolution of grievances. At each step in the grievance process, participants are encouraged to pursue appropriate modes of conflict resolution. The purpose of this Article is to promote a prompt and efficient procedure for the investigation and resolution of grievances. The procedures hereinafter set forth shall be the sole and exclusive method of resolving the grievances of employees covered by this Agreement.

11.2 Resort to Other Procedures. If prior to seeking resolution of a dispute by filing a grievance hereunder, or while the grievance proceeding is in progress, an employee or UFF-USF-GAU seeks resolution of the matter in any other forum, whether administrative or judicial, the employer shall have no obligation to entertain or proceed further with the matter pursuant to this grievance procedure. Further, since the University and the UFF-USF-GAU do not intend that this grievance procedure be a device for appellate review, the University's response to a recommendation of a hearing officer or other individual or group having appropriate jurisdiction in any other procedure shall not be an act or omission giving rise to a grievance under this procedure.

11.3 Definitions. As used herein:

A. The term "grievance" shall mean a dispute concerning the interpretation or application of a specific term or provision of this Agreement, filed pursuant to this Article, and subject to those exclusions appearing in other Articles of this Agreement.

B. The term "grievant" shall mean an employee covered by this Agreement, or group of such employees, who has filed a grievance in a dispute over a provision of this Agreement which confers rights upon them, or UFF-USF-GAU which has filed a grievance in a dispute over a provision of this Agreement that confers rights upon UFF-USF-GAU. A grievance filed by UFF-USF-GAU which alleges a violation of its rights by two (2) or more colleges, or a grievance filed by employees in two (2) or more colleges, shall be initiated at Step 1.

11.4 Representation. UFF-USF-GAU shall have the exclusive right to represent any employee in grievances filed hereunder, provided employees may represent themselves or be represented by legal counsel. If an employee elects not to be represented by UFF-USF-GAU, the University shall promptly inform UFF-USF-GAU in writing of the grievance. No resolution of any individually processed grievance shall be inconsistent with the terms of this Agreement and for this purpose UFF-USF-GAU shall have the right to have an observer present at all meetings called between grievants and the University for the purpose of discussing such grievances and shall be sent copies of all decisions at the same time they are sent to the other participants.

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11.5 Grievance Representatives. UFF-USF-GAU shall furnish annually to the University a list of all persons authorized to act as grievance representatives no later than August 7th each year and shall update the list as needed. The UFF-USF-GAU grievance representative shall have the responsibility to meet all instructional, research, and other duties and responsibilities incidental to the assigned workload. Some of these activities are scheduled to be performed at particular times. Such representative shall have the right, during times outside of the hours scheduled for these activities, to investigate, consult, and prepare grievance presentations and attend grievance meetings. Should any hearings or meetings with the University, the President, the Board, or their representatives necessitate rescheduling of assigned duties, the representative may, with the approval of the appropriate administrator, arrange for the rescheduling of such duties or their coverage by colleagues. Such approval shall not be unreasonably withheld.

11.6 Appearances.

A. When an employee participates during working hours in arbitration proceedings or in a grievance meeting between the grievant or representative and the President or representative, that employee's compensation shall neither be reduced nor increased for time spent in those activities.

- B. Prior to participation in any such proceedings, conferences, or meetings, the employee shall make arrangements acceptable to the appropriate supervisor for the performance of the employee's duties. Approval of such arrangements shall not be unreasonably withheld. Time spent in such activities outside regular working hours shall not be counted as time worked.
- 11.7 Grievance Forms. All written grievances, requests for review, and arbitration notices must be submitted in writing on forms attached to this Agreement as Appendices C, D, and E respectively, and shall be signed by the grievant. Except for the initial filing of the grievance, if there is difficulty in meeting any time limit, the UFF-USF- GAU representative may sign such documents for the grievant. The University may refuse consideration of a grievance not filed in accordance with this Article.

Formal Grievance Procedure

11.8 Filing. The filing of a written grievance shall constitute a waiver of any rights the grievant may have under Chapter 120, Florida Statutes, or under any University procedures with regard to the matters contained in the grievance. A grievance may be withdrawn at any time by the grievant or by the UFF-USF-GAU representative.

11.9 Step 1.

A. An employee having a dispute concerning the interpretation or application of a specific term or provision of this Agreement may, within thirty (30) days following the act or omission giving rise thereto, or the date on which the employee knew or reasonably should have known of such act or omission, whichever is later, may file a written grievance, on the form contained in Appendix C. The form shall be filed with the Office of the Provost. All Step 1 grievances shall immediately proceed to an informal resolution process unless both parties agree otherwise. The informal

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resolution process shall last thirty (30) days and may be extended by mutual consent of both parties. Following the initial period of informal resolution, the grievance will be assumed to be resolved to the grievant's satisfaction if the grievant does not request, in writing, a Step 1 decision within seven (7) days of the end of the informal resolution period. If any extension of the informal resolution period expires without the grievant's request for a Step 1 decision, the grievance will be assumed to have been resolved to the grievant's satisfaction.

B. At any point in the informal resolution period the grievant may request a Step 1 meeting. If such request occurs during the initial period of informal resolution, the University may accept the request or continue the informal resolution period for the initial thirty (30) days, at which point the provisions of Article 11.9 (A) shall prevail. If the request occurs during an extension of the informal resolution period the University shall comply within fifteen (15) days. In advance of the Step 1 meeting, the grievant shall have the right, upon request, to a copy of any identifiable and currently existing documents relevant to the grievance, except documents protected by law. Documents which are available electronically may be provided by electronic mail or by advising the grievant of the web address for obtaining such documents.

C. At the Step 1 meeting, the grievant shall have the right to present any evidence in support of the grievance. The University Step 1 representative shall meet with the grievant and/or the grievant's representative no later than fifteen (15) days following the filing of the grievance at Step 1 and shall issue a written decision to the grievant and the grievant's representative, if any, within thirty (30) days following the meeting.

11.10 Step 2.

A. If the grievance has not been satisfactorily resolved at Step 1, the grievant may, on the form contained in Appendix D, file a request for review with the Provost or representative within fifteen (15) days following the receipt of the Step 1 decision. The request shall include a copy of the grievance form filed at Step 1 and all written responses and documents in support of the grievance filed at Step 1 and a copy of the Step 1 decision. No additional allegations of violations may be introduced at Step 2.

B. The Provost or representative shall schedule a meeting with the UFF-USF- GAU grievance representative within fifteen (15) days after the filing of the grievance and shall issue a written decision to the grievant and the grievant's representative, if any, within thirty (30) days following the meeting.

11.11 Step 3. If the grievance has not been satisfactorily resolved at Step 2, UFF-USF-GAU may, upon the request of the grievant, proceed to arbitration by filing a written notice of intent to do so on a form contained in Appendix E. Notice of intent to proceed to arbitration must be filed with the Office of the General Counsel within thirty (30) days after receipt of the Step 2 decision and shall be signed by the grievant and the UFF- USF-GAU President or representative.

11.12 Selection of Arbitrator. Representatives of the University and UFF-USF-GAU shall meet within ninety (90) days after the execution of this Agreement for the purpose of selecting a five (5) member Arbitration Panel. Within fifteen (15) days after receipt of a Notice of

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Arbitration, representatives of the University and UFF-USF-GAU shall meet for the purpose of selecting an arbitrator from the Panel. Selection shall be by mutual agreement or by alternately striking names from the Arbitration Panel list until one (1) name remains. The winner of a coin toss shall be the first to strike a name from the list. If the University and the UFF-USF-GAU are unable to agree on a panel of arbitrators, they shall follow the normal American Arbitration Association procedure for the selection of an arbitrator. The University and the UFF-USF-GAU may mutually select as the arbitrator an individual who is not a member of the Arbitration Panel. The arbitration shall be concluded within ninety (90) days following the selection of the arbitrator.

11.13 Authority of the Arbitrator.

- A. The arbitrator shall neither add to, subtract from, modify, nor alter the terms or provisions of this Agreement. The arbitration decision shall be confined solely to the application and/or interpretation of this Agreement and the precise issue(s) submitted for arbitration. The arbitrator shall have no authority to determine any other issue. The arbitrator shall refrain from issuing any statements of opinion or conclusions not essential to the determination of the issues submitted.
- B. If a supervisor has made a judgment involving the exercise of discretion, such as decisions regarding evaluation, the arbitrator shall not substitute the arbitrator's judgment for that of the supervisor, nor shall the arbitrator review such decision except for the purpose of determining whether the decision has violated this Agreement.
- C. If the arbitrator determines that the Agreement has been violated, the arbitrator shall direct the University to take appropriate action. An arbitrator may award back pay if the arbitrator determines that the employee is not receiving the appropriate compensation from the University, but the arbitrator may not award other monetary damages or penalties.
- D. If notice that further employment will not be offered is not given on time, the arbitrator may direct the University to renew the appointment only upon a finding that no other remedy is adequate, and that the notice was given so late that (1) the employee was deprived of reasonable opportunity to seek other employment, or (2) the employee actually rejected an offer of comparable employment that the employee otherwise would have accepted.
- 11.14 Burden of Proof. In all grievances except disciplinary grievances, the burden of proof shall be on the employee. In disciplinary grievances, the burden of proof shall be on the University.
- 11.15 Arbitrability. In any proceeding, the first matter to be decided is the arbitrator's jurisdiction to act, which decision the arbitrator shall announce. Upon concluding that the arbitrator has no such power, the arbitrator shall make no decision or recommendation as to the merits of the grievance. Upon concluding that the issue is arbitrable, the arbitrator shall normally proceed with the hearing at that time, provided that either the University or the UFF-USF-GAU may seek judicial review of the arbitrator's decision as to jurisdiction and have the hearing on the merits of the grievance delayed until such review is completed, pursuant to Section 682.03, Florida Statutes.

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11.16 Conduct of Hearing.

A. The arbitrator shall hold the hearing in Tampa, Florida, unless otherwise agreed by the University and the UFF-USF-GAU. The hearing shall commence within sixty (60) days of the arbitrator's acceptance of selection or as soon thereafter as is practicable, and the arbitrator shall issue the decision within forty- five (45) days of the close of the hearing or the submission of briefs, whichever is later, unless additional time is agreed to by the University and the UFF-USF- GAU.

B. The decision shall be in writing and shall set forth findings of fact, reasoning, and conclusions on the issues submitted. Except as expressly specified in this Article, the provisions of the Florida Arbitration Code, Chapter 682, Florida Statutes, shall not apply. Except as modified by the provisions of this Agreement or by other agreement of the University and the UFF-USF-GAU, arbitration proceedings shall be conducted in accordance with the rules and procedures of the American Arbitration Association.

11.17 Effect of Decision. The decision or award of the arbitrator shall be final and binding upon the University, UFF-USF-GAU, and the grievant, provided that either the University or the UFF-USF-GAU may appeal to an appropriate court of law a decision that was rendered by the arbitrator acting outside of or beyond the arbitrator's jurisdiction, pursuant to Section 682, Florida Statutes.

11.18 Fees and Expenses. All fees and expenses of the arbitrator shall be divided equally between the University and the UFF-USF-GAU. Each party shall bear the cost of preparing and presenting its own case. The party desiring a transcript of the arbitration proceedings shall provide written notice to the other party of its intention to have a transcript of the arbitration made at least one (1) week prior to the date of the arbitration. The party desiring such transcript shall be responsible for scheduling a stenotype reporter to record the proceedings. The University and the UFF-USF-GAU shall share equally the appearance fee of the stenotype reporter and the cost of obtaining an original transcript and one (1) copy for the party originally requesting a transcript of the proceedings. The requesting party shall, at its expense, photocopy the copy of the transcript received from the reporter and deliver the photocopy to the other party within five (5) days after receiving the copy of the transcript from the reporter.

11.19 Time Limits. All time limits contained in this Article may be extended by written mutual agreement of the University and the UFF-USF-GAU, except the time limits for the initial filing of a grievance. Upon failure of the University to provide a decision within the time limits provided in this Article, the grievant or UFF-USF-GAU, where appropriate, may appeal to the next step, provided that the appeal is filed at the next step within fifteen (15) days from the date the prior step decision was due. Upon the failure of the grievant or UFF-USF-GAU, where appropriate, to file an appeal within the time limits provided in this Article, the grievance shall be deemed to have been resolved by the decision at the prior step.

11.20 Notification. All grievances, requests for review, notices, and decisions shall be transmitted in person or by certified or registered mail, restricted delivery, return receipt requested. In the event of a question as to the timeliness of any grievance, request for review, notice, or decision, the date of receipt executed by the office receiving the grievance, request for review, notice, or decision; or the date of mailing as determined by the postmark shall be

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determinative. In the event that any action falls due on a day when the University is closed for normal business, the action will be considered timely if it is accomplished by 5:00 p.m. on the following business day.

- 11.21 Precedent. No complaint informally resolved or grievance resolved prior to arbitration shall constitute a precedent for any purpose unless agreed to in writing by the University and UFF-USF-GAU.
- 11.22 Retroactivity. An arbitrator's award may or may not be retroactive as the equities of each case may demand, but in no case shall an award be retroactive to a date earlier than thirty-five (35) days prior to the date the grievance was initially filed in accordance with this Article or the date on which the act or omission occurred, whichever is later.
- 11.23 Processing. The filing or pendency of any grievance, or of arbitration proceedings, under this Article shall not operate to impede, preclude, or delay the University from taking the action complained of. Reasonable efforts, including the shortening of time limits when practical, shall be made to conclude the processing of a grievance prior to the expiration of the grievant's employment, whether by termination or failure to reappoint. In no event shall any employee, as a result of a pending grievance, receive compensation following cessation of employment.
- 11.24 Reprisal. No reprisal of any kind will be made by the University, UFF-USF-GAU or their representatives against any grievant, any witness, any UFF-USF-GAU representative, or any other participant in the grievance procedure by reason of such participation.
- 11.25 Records. All written materials pertinent to a grievance shall be filed separately from the evaluation file of the grievant or witnesses, except decisions resulting from arbitration or settlement.

Article 12

Matriculation and Tuition Payment Program

- 12.1 Intent. Payment by the University of matriculation fees for graduate assistants and non-resident tuition charges for all out-of-state graduate assistants, which results in those employees not paying such charges is highly desirable in order to attract high quality graduate students to the University and to improve the quality of education therein.
- 12.2 Tuition Payment Program.

A. The University and the UFF-USF-GAU will continue to seek legislative funding to meet the costs associated with the matriculation and tuition payment program. A graduate assistant appointment shall result in eligibility for the tuition payment program. Tuition payment shall be for at least the minimum number of credit hours necessary to maintain the graduate assistantship. If sufficient funds are not available to provide all graduate assistants with such tuition payment, first consideration for receipt of these payments shall be given to graduate assistants who are employed for .25 FTE or more for at least one semester during the prior academic year and who are students in good standing.

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- B. In order to supplement the funding provided by the Legislature for this program and following the practice of other major research institutions throughout the country, the University shall encourage those individuals who make application for contracts or grants to incorporate the costs of the matriculation and tuition charges which are associated with graduate assistants who are to be supported by such contract or grant into the contract or grant proposal.
- 12.3 Right to Request Information. The GAU shall have the right to request information provided in Chapter 447, Part 2, Florida Statutes, titled Labor Organizations, Public Employees. (Amended 2016)
- 12.4 Notice for Tuition Waivers.
- A. Fall Tuition Waivers. Employees serving in at least one (1) semester appointment during the Fall academic term shall be provided with a notice of tuition waiver by July 1. (Amended 2016)
- B. Spring Appointments. Employees who will be offered an appointment to commence at the start of the Spring semester shall be provided with a notice of tuition waiver by November 30. (Amended 2016)

Reserved Rights

- 13.1 Reservation of Rights. The University retains and reserves to itself all rights, powers, and authority vested in it, whether exercised or not, including but not limited to the right to plan, manage, and control the University and in all respects carry out the ordinary and customary functions of management.
- 13.2 Limitations. All such rights, powers, and authority are retained by the University subject only to those limitations expressly imposed by this Agreement. Only violations of such limitations shall be subject to Article 11, Grievance Procedure.

Article 14

Use of Facilities

14.1 University Facilities. UFF-USF-GAU shall have the right to use University facilities for meetings and all other services on the same basis as they are generally available to other University-related organizations. University-related organizations are defined as follows:

University-related Groups and Organizations. Those groups and organizations may or may not receive budgetary support. Examples of such groups include: student organizations, honor societies, fraternities, sororities, alumni associations and faculty committees, career service staff council, direct support organizations, The United Faculty of Florida, etc.

14.2 Bulletin Boards. UFF-USF-GAU may post bulletins and notices relevant to its position as the collective bargaining representative of the employees on one (1) bulletin board in each department in which employees work. The University shall notify the UFF- USF-GAU of the

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location of said bulletin boards upon request. Materials placed on the designated bulletin boards may not be used for election campaigns, for public office or for exclusive representation campaigns. A copy of union-related postings will be provided to the Office of the Graduate Dean simultaneous to the time of posting.

14.3 Office Space: The University will provide an office to UFF-USF-GAU.

Article 15

Union Deductions

15.1 Deductions. Pursuant to the provisions of Section 447.303, Florida Statutes, the University and UFF-USF-GAU hereby agree to the deduction and remittance of UFF- USF-GAU membership dues and uniform assessments.

15.2 Procedure. During the term of this Agreement, the University agrees to deduct UFF-USF-GAU membership dues and uniform assessments, if any, in an amount established by UFF-USF-GAU and certified in writing by the UFF-USF-GAU to the University, from the pay of those employees in the bargaining unit who individually and voluntarily make such request on a written dues deduction authorization form as provided herein, as follows:

A. Commencement of Deduction. Deductions will be made beginning with the first full pay period following receipt of check-off authorization by the University before the established processing deadline as noted in the Payroll Bi-Weekly Processing Schedule.

B. UFF-USF-GAU shall give written notice to the University of any changes in its dues at least forty-five (45) days prior to the effective date of any such change.

C. Remittance. The dues deducted shall be remitted by the University to the UFF-USF-GAU within thirty (30) days following the end of the pay period. Accompanying each remittance shall be a list of the employees from whose salaries such deductions were made and the amounts deducted.

D. Termination of Deduction. The University's responsibility for deducting dues and uniform assessments, if any, from an employee's salary shall terminate automatically upon either (1) thirty (30) days written notice from the employee to the University personnel office revoking that employee's prior dues deduction authorization, or (2) the discontinuance of the authorizing employee's status within the bargaining unit. The University shall provide a bi-weekly report of dues deductions containing the name and employee identification of each employee and the amount of dues deducted.

15.3 Indemnification. UFF-USF-GAU assumes responsibility for: (1) all claims against the University, including the cost of defending such actions, arising from their compliance with this Article, and for (2) all monies deducted under this Article and remitted to UFF-USF-GAU. UFF-USF-GAU shall promptly refund to the University excess monies received under this Article.

15.4 Exceptions. The University will not deduct any UFF-USF-GAU fines, penalties, or special assessments from the pay of any employee.

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Deduction

The University agrees to provide one (1) payroll deduction per employee per pay period for the UFF-USF-GAU voluntary economic services programs. It is understood that all such programs and deductions will meet requirements of State and Board rules and regulations.

Article 17

Miscellaneous Provisions

17.1 No Strike or Lockout. The University agrees that there will be no lockout at the University during the term of this Agreement. UFF-USF-GAU agrees that there will be no strike by itself or by any employees during the term of the Agreement.

17.2 Effect of Passage of Law. Any provision of this Agreement which is contrary to law, but becomes legal during the term of this Agreement, shall take immediate effect upon the enactment of such legislation.

17.3 Venue. For purposes of venue in any judicial review of an arbitrator's decision, the parties elect to submit themselves to the jurisdiction of the courts in Hillsborough County, Florida. In an action commenced in Hillsborough County, neither USF nor UFF- USF-GAU will move for a change of venue based upon the defendant's residence in fact if other than Hillsborough County.

17.4 Copies of Agreement. The Board agrees to make the Agreement available in electronic format on its website. The Union may notify its membership of the web location.

17.5 Class Titles. Whenever the University creates a new class for graduate assistant or student employees, it shall designate such class as being either within or outside the bargaining unit and shall notify UFF-USF-GAU. Further, if the University revises the specifications of an existing class in the graduate assistant series so that its bargaining unit designation is changed, it shall notify UFF-USF-GAU of such new designation. Within ten (10) days following such notification, UFF-USF-GAU may request a meeting for the purpose of discussing the designation. If, following such discussion, UFF-USF- GAU disagrees with the designation, it may request the Florida Public Employees Relations Commission to resolve the dispute through unit clarification proceedings. An employee may request a review of the appropriateness of the employee's classification by the appropriate University office. The matter shall not be subject to Article 11, Grievance Procedure.

17.6 A. Report to UFF-USF-GAU. The University shall provide the following reports to UFF-USF-GAU:

(1) The University shall provide a report containing directory information, including campus mail addresses and campus e-mail address if the GA has authorized the University to release this information to the UFF-USF-GAU, by the third week of each semester if practicable.

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- (2) Each semester, the University shall provide, upon request, the following reports with no specific student identifiers:
 - a. GA Summary Report to include the following information:
 - (i) Class title/code
 - (ii) Hiring/academic department
 - (iii) Academic level (e.g., Doctoral, Master's)
 - (iv) Rate of pay
 - (v) FTE
 - b. Matriculation, tuition, and fee payment program report.
 - c. GA Health Insurance participant report.
- (3) All reports shall be provided in an electronic, delimited format, such as Excel, where practicable.
- (4) UFF-USF-GAU agrees to pay reasonable costs associated with preparation of the reports contained herein and in Article 17.6 B.
- B Email addresses of graduate students shall be provided no later than the third week of the semester, if practicable, to the local UFF-USF-GAU for all graduate students who have affirmatively released this information pursuant to Article 2.1 (O).
- 17.7 Dissemination of Information. The University agrees to work with the UFF-USF-GAU to disseminate information regarding contract management, labor-management relations and other items of mutual interest. The Graduate School will make reasonable, good faith efforts to provide to UFF-USF-GAU via email any information disseminated by any other means other than email to every graduate student related to all issues concerning graduate assistant employment or assignments.

Other Employee Rights

- 18.1 Work Space. If the University requires that the assigned duties of an employee be performed in a specific on-campus location, other than the computer center or the library, the University shall provide space for such assignment. If practicable, space shall be provided where private consultations with employee's students, if any, may be held. Before an employee's work space location is changed, or before there is a substantial alteration to an employee's work space to a degree that impedes the employee's work effectiveness, the affected employee shall be notified.
- 18.2 Mail. Employees shall be entitled to receive employment-related and U.S. mail at their work location. Each department or unit shall make available a convenient receptacle for employees to receive such mail and shall notify each employee of its location. Where a shared mail receptacle is used, graduate assistants should instruct their students to use sealed envelopes for confidential correspondence.

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- 18.3 Safe Conditions. The University shall make every reasonable effort to provide employees a safe working environment. Employees are responsible for immediately reporting situations involving unsafe working conditions to appropriate administrators. Appropriate administrators include, but are not limited to, the employee's immediate supervisor, graduate coordinator, department chair, Dean, or the Director of Environmental Health and Safety. Whenever an employee reports a condition which the employee feels represents a violation of safety or health rules and regulations or which is an unreasonable hazard to persons or property, such conditions shall be promptly investigated. The appropriate administrator will reply to the employee and in appropriate situations may notify other employees.
- 18.4 Limitation on Personal Liability. In the event an employee is sued for an act, event, or omission which may fail within the scope of Section 768.28, Florida Statutes, the employee should notify the Graduate Dean's office as soon as possible after receipt of the summons commencing the action in order that the University may fulfill its obligation. Failure to notify the employer promptly may affect the rights of the parties.
- 18.5 Access to Resources. The University shall provide employees access to office space, desk space, telephone service, computers, storage space, office supplies, texts and/or reading materials, photocopy services, fax services, and office, laboratory, studio, and/or instructional equipment, for use in completing their assigned instructional or research responsibilities.
- 18.6 Health Insurance Policy. The parties agree that accessible and affordable health insurance for all graduate assistants is highly desirable in order to attract high quality graduate students to the University. The University shall provide health insurance as agreed to in Article 23.2.
- 18.7 Health Insurance Committee. The UFF-USF-GAU President will appoint one (1) employee to serve on the University's Student Health Insurance Committee.
- 18.8 Personnel Rules. Any personnel regulations or procedures not addressed in this Agreement shall be addressed as provided in University regulations or procedures, provided that nothing herein shall be construed to waive the various right to consultation or bargaining as provided by law.

Totality of Agreement

- 19.1 Limitation. The University and the UFF-USF-GAU acknowledge that during the negotiations which resulted in this Agreement, UFF-USF-GAU had the unlimited right and opportunity to present demands and proposals with respect to any and all matters lawfully subject to collective bargaining, and that all of the understandings and agreements arrived at thereby are set forth in this Agreement, and that it shall constitute the entire and sole Agreement between the University and the UFF-USF-GAU for its duration.
- 19.2 No Obligation to Bargain. Therefore, the University and UFF-USF-GAU, during the term of this Agreement, voluntarily and unqualifiedly waive the right, and agree that the other shall not be obligated, to bargain collectively with respect to any subject or matter, whether or not

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referred to or covered by this Agreement, even though such subject or matter may not have been within the knowledge or contemplation of the University and the UFF-USF-GAU at the time they negotiated or signed this Agreement.

19.3 Modifications. Nothing herein shall, however, preclude the University and the UFF-USF-GAU from mutually agreeing to alter, amend, delete, enlarge, or modify any of the provisions of this Agreement in writing.

Article 20

Severability

In the event that any provision of this Agreement (a) is found to be invalid or unenforceable by final decision of tribunal of competent jurisdiction, or (b) is rendered invalid by reason of subsequently enacted legislation, or (c) shall have the effect of a loss to the State of Florida, the State University System, or the University funds, property, or services made available through federal law or (d) pursuant to Section 447.309(3), Florida Statues, can take effect only upon the amendment of a law, rule or regulation and the governmental body having such amendatory powers fails to take appropriate legislative action, then that provision shall be of no force or effect, but the remainder of the Agreement shall continue in full force and effect. If a provision of this Agreement fails for reason (a), (b), or (c) above, the University and the UFF-USF-GAU shall enter into immediate negotiations for the purpose of arriving at a mutually satisfactory replacement for such provision.

Article 21

Amendment and Duration

- 21.1 Duration. The Agreement shall become effective on July 1, 2014, and remain in effect through June 30, 2017 with the following exceptions:
- 21.2 Amendments. In the event the University and UFF-USF-GAU negotiate a mutually acceptable amendmentagreement, or memorandum of understanding, it shall be put in writing and become part of this Agreement upon ratification by both parties.
- 21.3 Notice. Any notice sent pursuant to this Agreement shall be sent via email and/or certified mail.
 - A. UFF-USF-GAU shall be contacted through on-campus address and email of the President and Bargaining Chair of the executive board of GAU.
 - B. The University shall be contacted through on-campus address and email of the Associate Vice President of Human Resources or other designated representative.

Article 22

Definitions

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- 22.1 Bargaining unit means those employees, collectively, represented for collective bargaining purposes by UFF-USF-GAU pursuant to the certification of the Florida Public Employees Relations Commission.
- 22.2 USF or University means the University of South Florida, its Board of Trustees, President and staff.
- 22.3 Days means calendar days.
- 22.4 Employee means a member of the bargaining unit.
- 22.5 Faculty supervisor means the individual identified by the President or representative as having immediate administrative authority over bargaining unit employees.
- 22.6 Graduate assistant means a person employed in the bargaining unit.
- 22.7 Outside Activity means outside employment which interferes with the employee's obligation to the University or which constitutes a conflict of interest.
- 22.8 Titles and headings the title of Articles and headings which precede text are inserted solely for convenience of reference and shall not be deemed to limit or affect the meaning, construction, or effects of any provision of this Agreement.
- 22.9 UFF-USF-GAU means United Faculty of Florida-Graduate Assistants United.

Stipends

- 23.1 Minimum Stipend. The minimum stipend shall be as follows:
 - A. Effective beginning with the Fall <u>2016-2017</u> Semester: for students at the masters level, each nine-month employee (19.5 pay periods) on a .50 FTE appointment shall be guaranteed a minimum stipend of \$40,54011,045. Appointments greater or less than .50 FTE shall be paid at a stipend rate representing a proportion of this minimum as determined by the fractional FTE appointment and the budgeted weeks of activity.
 - B. Effective beginning with the Fall 2016-2017 Semester: for students at the doctoral each nine-month employee (19.5 pay periods) on a .50 FTE appointment shall be guaranteed a minimum of \$12,60014,500. Appointments greater or less than .50 FTE less than .25 FTE shall be paid at a stipend rate representing a proportion of this minimum as determined by the fractional FTE appointment and the budgeted weeks of activity.
 - C. The University agrees to provide a one-time cash bonus of \$500 net to each
 - C. Effective beginning with the Fall 2018 Semester: for students at the masters level, each nine-month employee (19.5 pay periods) on a .50 FTE appointment shall be guaranteed a minimum of \$11,850. Appointments greater or less than .50 FTE, but no less than .25 FTE shall be paid at a stipend rate representing a proportion of

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this minimum as determined by the fractural FTE appointment and the budgeted weeks of activity.

- D. Effective beginning with the Fall 2018 Semester: for students at the doctoral level, each nine-month employee (19.5 pay periods) on a .50 FTE appointment shall be guaranteed a minimum of \$16,080. Appointments greater or less than .50 FTE, but no less than .25 FTE shall be paid at a stipend rate representing a proportion of this minimum as determined by the fractural FTE appointment and the budgeted weeks of activity.
- E. Effective beginning with the Fall 2019 Semester: for students at the masters level, each nine-month employee (19.5 pay periods) on a .50 FTE appointment shall be guaranteed a minimum of \$12,500. Appointments greater or less than .50 FTE, but no less than .25 FTE shall be paid at a stipend rate representing a proportion of this minimum as determined by the fractural FTE appointment and the budgeted weeks of activity.
- F. Effective beginning with the Fall 2019 Semester: for students at the doctoral level, each nine-month employee (19.5 pay periods) on a .50 FTE appointment shall be guaranteed a minimum of \$17,830. Appointments greater or less than .50 FTE, but no less than .25 FTE shall be paid at a stipend rate representing a proportion of this minimum as determined by the fractural FTE appointment and the budgeted weeks of activity.
- 23.2 Employer's Contribution to Health Insurance.
 - A. With an effective date beginning with the Fall 2016 semester, the University agrees to continue to pay the health insurance premium up to a maximum \$2,410 annual amount plus 1% above the consumer price index as published by the Bureau of Labor Statistics of the United States Department of Labor on the preceding July 1 for graduate assistants appointed at .25 FTE or greater who elect coverage under the USF Student Health Insurance Plan.
 - B. Payment of the employer contribution will be discontinued or reduced as applicable under the following circumstances:
 - (1) cessation of the appointment; or
 - (2) reduction of the appointment to less than .25 FTE, as applicable;
 - (3) completion of the hours specified for completion of the degree requirements of the program in which the employee is enrolled; or
 - (4) failure of the employee to pay the employee portion of the insurance premium when due;
 - (5) such is required by the Affordable Care Act ("ACA")1**.
- 23.3 Departmental Discretion to Provide Stipend Increases. Nothing contained herein shall prevent departments from paying stipends higher than the minimum specified nor prevent the

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^{**} Note: The parties agree to reopen this provision upon the request of a party if contributions by the University are not permitted.

University to review market data to determine if increased funding for GA stipends to a specific department(s) or unit(s) supports market competitiveness. Any such increase in funding to a department or unit is at the sole discretion of the University, which shall retain this authority for the duration of this Agreement and which will further continue upon its expiration. The University will issue a report or other appropriate notification to UFF-USF-GAU on a quarterly basis indicating the departments or units, if any, that received additional funding levels provided to increase market competitiveness, and not regularly budgeted amounts paid for GA stipends. Increased funding for GA stipends under this paragraph is not subject to Article II, Grievance Procedure and Arbitration.

23.4 Initial Payment. Employees who have turned in paperwork in a timely manner shall receive their first paycheck not later than four (4) weeks after the first day of the term of their contract. In the case of administrative error by the University and the employee is not paid on time, the University shall make a reasonable effort to provide the paycheck to the employee within one (1) week of notification of the error.

23.5

A. The minimum stipend increases contained in Section 23.1 are contingent upon no reduction in the University's Performance Based Funding ("PBF") as compared to the level of PBF on August 1, 2016. To avoid confusion, the PBF Model was approved at the January 2014 Board of Governors Meeting. The model includes 10 metrics that evaluate Florida institutions on a range of issues. PBF levels will be calculated on August 1 in each year of the contract for the purposes of determining if there was a reduction in PBF.

B. In the event of a reduction in PBF funding the University shall have the sole discretion to determine whether to proceed with the increases described in this article. In the event the University does not proceed with the increases due to reduction in PBF, the University will notify GAU in writing of its decision ("Notice"). Within 30 (thirty) days of the University's Notice, the parties will meet to bargain in good faith for an alternate salary article.

Article 24

Consultation

24.1 Consultation. The Graduate Dean shall meet with the UFF-USF-GAU Chapter representatives to discuss matters pertinent to the implementation or administration of this Agreement, University actions affecting terms and conditions of employment unique to the University, or any other mutually agreeable matters. Such meetings shall occur once (1) per Fall semester and once (1) per Spring semester, unless the parties agree otherwise. The party requesting consultation shall submit a written list of agenda items in advance of the meeting if it wishes to discuss specific issues.

24.2 Special Consultation. The UFF-USF-GAU may request a special consultation with the University to discuss enforcement of specific provisions of this Agreement or issues related

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to the administration of the Agreement. Such requests for special consultation shall not be unreasonably denied.

24.3 The parties understand and agree that such meetings held pursuant to Article 24.1 or 24.2 shall not constitute or be used for the purpose of collective bargaining.

IN WITNESS THEREOF, the parties have set their signatures this _ day of 2017.

FOR THE UNIVERSITY OF SOUTH FOR UNITED FACULTY OF FLORIDA/ FLORIDA BOARD OF TRUSTEES **GRADUATE ASSISTANTS UNITED**

Judy Genshaft UFF-USF-GAU President

Neal Fischer

John F. Dickinson Kerr Fazzone Chief Negotiator UFF-USF-GAU

Kofi Glover Gerard Solis Olga Joanow Angela Mason Ruth Bahr Denelta Adderley Henry

Donna Keener Mary Goller

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Appendix A

Reserved

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Appendix B

Dues Check-off Authorization Form Graduate Assistants Bargaining Unit

I authorize the University of South Florida, to deduct from my pay, starting with the first full pay period commencing not earlier than seven (7) days from the date this authorization is received by the University, membership dues and uniform assessments of the United Faculty of Florida in such amount as may be established from time to time in accordance with the constitution and bylaws of the UFF-USF-GAU and certified in writing to the University by the UFF-USF-GAU, and I direct that sum or sums so deducted be paid over to the UFF-USF-GAU.

Dues payments to UFF-USF-GAU are not tax deductible as charitable contributions for Federal income tax purposes. However, they may be tax deductible under other provisions of the Internal Revenue Code.

This authorization shall continue until either (1) revoked by me at any time upon thirty (30) days written notice to the University Human Resources Office, or (2) the discontinuance of my status within this bargaining unit.

Date	Employee's Signature		
Employee ID #	Name – printed		
Department	University		
Effective date if lat	er than above:		
5		0.55	

Please return to your UFF-USF-GAU Chapter Treasurer or the UFF State Office, United Faculty of Florida, 306 East Park Avenue, Tallahassee, FL 32301.

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	Membership Form	n	
Graduate Assistant Barga	aining Unit United Fac	ulty of Florida (UFF	-USF-GAU)
Please PRINT complete informa	ation where necessary.		
☐ Mr. ☐ Ms. ☐ Mrs. ☐ Dr.	Employee ID) #	
	University		
Last Name	First Name		MI
Home Address	Campus Add	dress	
Street	Department	Bldg/Room #	
City	State	Zip Code	
Please enroll me as a member of	of the United Faculty of	Florida (UFF-USF-G	GAU).
All UFF-USF-GAU members are Education Association, America cost.			•
UFF-USF-GAU dues are 1 perce of Florida is the bargaining ager		members for which th	ne United Faculty
Dues payments to UFF-USF-C Federal income tax purposes. If of the Internal Revenue Code.			
Signature of member	Date		
Return your completed member the UFF State office, United F 32301.			
4410820v.1	32		

United Faculty of Florida UFF-USF-GAU UFF PAC

Payroll Deduction Authorization Form

I authorize the University of South Florida to deduct from my pay, starting with the first full biweekly pay period commencing not earlier than seven (7) days from the date this authorization is received by the University, contributions to the UFF Political Action Committee in the amount of \$1.00 per pay period, and I direct that the sum so deducted be paid over to the UFF-USF-GAU.

Contributions or gifts to UFF PAC are not tax deductible as charitable contributions for Federal income tax purposes. However, they may be tax deductible under other provisions of the Internal Revenue Code.

The above deduction authorization shall continue until either (1) revoked by me at any time upon thirty (30) days written notice to the University Human Resources Office and to the UFF-USF-GAU, or (2) my transfer or promotion out of this bargaining unit.

Signature of member	Date	_
Last Name	First Name	MI
Department		
Employee ID #		
Effective date if later than above: _		
Return to your local UFF-USF-GAU of Florida, 306 East Park Avenue,		State office, United Faculty
	UFF PAC Form	
Please PRINT complete information	on where necessary.	
□Mr. □ Ms. □ Mrs. □Dr.		
	Employee ID #	
	University of South Flo	orida
Last Name	First Name	MI
Home Address	Campus Address	
4410820v.1	33	

Street	Department	Bldg/Room #
City	State	Zip Code
Congressional District		
Race Sex	Birthdate	
tax purposes. However, they make the control of the	ay be tax deductible un	ble contributions for Federal income der other provisions of the Internal
Signature of member	Date	
4410820v.1	34	

Appendix C
Grievance
I. Grievant Name:
University:
College:
DEPT :
Office Phone:
Step I Grievance Representative
Name:
Mailing Address:
Office Phone:
Other address to which University mailings pertaining to grievance shall be sent:
II. Grievance Provisions of Agreement allegedly violated (specify Articles and Sections):
Statement of grievance (must include date of acts or omissions complained of):
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Remedy sought:
III. Authorization
I will be represented in this grievance by: (check one – representative must sign on appropriate line):
UFF-USF-GAU
Legal Counsel
Myself
I UNDERSTAND AND AGREE THAT BY FILING THIS GRIEVANCE, I WAIVE WHATEVER RIGHTS I MAY HAVE UNDER CHAPTER 120 OF THE FLORIDA STATUTES WITH REGARD TO THE MATTERS I HAVE RAISED HEREIN AND UNDER ALL OTHER UNIVERSITY PROCEDURES WHICH MAY BE AVAILABLE TO ADDRESS THESE MATTERS.
This grievance was filed with the Associate Provost and Dean of the Graduate Dean on, by (check one)
mail (certified or registered; restricted delivery; return receipt requested);
personal delivery.
Signature of Grievant (Grievant must sign if grievance is to be processed.)
Date received by the Associate Provost and Dean of the Graduate School:
Copies of the Step 1 Decision shall be sent to:
Grievant Step 1 Representative Faculty Supervisor
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4410820v.1

Appendix D

Request for Review of Step 1 Decision

I. Grievant Name:
Office Address:
Step I Representative Name:
Mailing Address:
Date of Step 1 Decision:
Provisions of Agreement allegedly violated (as specified at Step 1):
I hereby request that the Provost or representative review the attached decision made in connection with the attached grievance because:
Grievant received decision on, and filed his request to review with the Provost's office, by (check one):
mail (certified or registered; restricted delivery; return receipt requested);
personal delivery.
Date of Receipt by Provost's Office:
Signature of Grievant
I am represented in this grievance by (check one – representative should sign on appropriate line):
UFF-USF-GAU
Legal Counsel
Myself
A copy of the following documents must be attached to this Request at the time of its filing with the Provost:
Appendix C – Original grievance form filed with the University.

Step 1 Decision, if issued by the University.
 All attachments to the Decision, as required in Articles 11.9 and 11.10.

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This Request should be sent to: Office of Provost ADM 226

Copies of Step 2 Decision shall be sent to:

Grievant Step 1 Representative Step 1 Reviewer

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Appendix E

Notice of Arbitration

The United Faculty of Florida hereby gives notice o connection with the decision of the Provost's office received by the UFF State Office on	e dated and
Name:	
USF FILE NO: before the Arbitrator is proposed:	The following statement of issue(s)
The notice was filed with the Office of the General Co	unsel on by (check one):
Mail (certified or registered, restricted delivery	/, return receipt requested);
Personal delivery.	
Date of receipt by the Office of the General Counsel:	
Signature of UFF President or Director of Arbitrations	_
I hereby authorize UFF to proceed to arbitration with reference the University of South Florida or its representation proceedings, copies of any materials in my evaluation furnish copies of the same to the arbitrator.	my grievance. I also authorize UFF and atives to use, during the arbitration
Signature of Grievant This notice should be sent to: Office of the General C	Counsel ADM 250

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Agenda item: FL 123 a-n

USF Board of Trustees

June 8, 2017

Issue: Naming Projects (14)

Proposed Action: Approve the Naming Fourteen (14) Projects based on Philanthropic

Giving

Background Information:

Pursuant to BOG Regulation 9.005, the University of South Florida Board of Trustees is vested with naming authority for all buildings, facilities and academic units of the USF System. USF Policy 0-220 provides that the USF President may recommend a naming to the USF Board of Trustees in recognition of philanthropic support of the University. Therefore, in accordance with University regulations, rules and processes President Genshaft proposes the following in recognition of the 14 gifts to the USF System:

USF Tampa/USF Health

- a. John S. Curran, M.D. Children's Health Center
- **b.** The Florida Blue Health Knowledge Exchange within the Morsani College of Medicine Downtown facility (\$1 million)
- c. Carmalis Family Exam Room in the USF/Byrd Alzheimer Center
- d. Richard & Lisa Yost Tutor Room in the Athletic Academic Enrichment Center
- e. Jennifer & Mark Van Dame Tutor Room in the Athletic Academic Enrichment Center
- f. Ernie & Alisa Kretzmer Studio at WUSF Radio Station

USF St. Petersburg

- g. Harvard Jolly, Inc. Walkover Bridge in Lynn Pippenger Hall
- h. Bomstein Family/Creative Contractors Walkover Bridge in Lynn Pippenger Hall
- i. Al & Sandee Steinberg Small Business Development Conference Room in Lynn Pippenger Hall
- j. Dr. Gus A. Stavros Dean's Boardroom in Lynn Pippenger Hall
- k. Bull Market Café Sponsored by Smith & Associates Real Estate in Lynn Pippenger Hall
- I. Alfred T. May Undergraduate Studies Reception Area in Lynn Pippenger Hall
- m. Judy & Jeff Mitchell Faculty Office in Lynn Pippenger Hall
- n. David & Nancy Ridenour Faculty Office in Lynn Pippenger Hall

Strategic Goal(s) Item Supports: Revenue Generation

Committee Review Date: None

Supporting Documentation: Resolutions

USF System

Prepared by: Dr. Cynthia Visot, Ms. Noreen Segrest, Esq., and Ms. RB Burford, Esq.

WHEREAS, John S. Curran, M.D. has been an outstanding and exemplary faculty member of the University of South Florida (USF) Morsani College of Medicine since its founding in 1972; and

WHEREAS, for these past four and one-half decades, Dr. Curran, as physician and administrator at the Morsani College of Medicine, has demonstrated academic excellence by pioneering and implementing innovative programs to support faculty and medical students; and

WHEREAS, interwoven throughout all his professional endeavors, including research, Dr. Curran has exemplified ardent commitment to his patients, serving them with compassion, respect, empathy and clinical excellence; and

WHEREAS, Dr. Curran has, simultaneously, contributed to a remarkable number of community-based initiatives designed to enhance the integrity of the medical profession in Florida and Tampa Bay; and

WHEREAS, in all these accomplishments, he has promoted the health and welfare of his community, encompassing the State of Florida and Tampa Bay, by actively striving to improve the quality and access to health care for all - especially for our children; and

WHEREAS, accordingly, the Florida Legislature has recognized Dr. Curran's contributions to children's health care by legislatively recognizing his contributions to the current Children's Medical Services Building on the University of South Florida Tampa campus and, therefore, designating it as the "John S. Curran, M.D., Children's Health Center" to be effective upon his retirement; and

WHEREAS, Florida Board of Governors Regulation 9.005 and USF System Policy 0-220, respectively, authorize this building name re-designation upon Dr. Curran's retirement (effective June 30, 2017) given these recounted significant contributions to the USF System; and

WHEREAS, in concurrence and recognition of Dr. John S. Curran's unique and unparalleled contributions, the President of the University recommends the re-naming of the current Children's Medical Services Building on the USF Tampa campus in his honor.

NOW, THEREFORE, BE IT RESOLVED THAT THE UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES ACCEPTS THE RECOMMENDATION OF THE UNIVERSITY PRESIDENT AND THEREBY, EFFECTIVE JULY 1, 2017, RE-NAMES THE CURRENT CHILDREN'S MEDICAL SERVICES BUILDING ON THE USF TAMPA CAMPUS THE "JOHN S. CURRAN, M.D. CHILDREN'S HEALTH CENTER".

-	e University of South Florida Board of Trustees, a public body corporate meeting thereof duly called and held this 8 th day of June, 2017.
of the State of Florida, at a public	meeting thereof duty caned and held this 8° day of June, 2017.
Brian Lamb, Chair	Judy Genshaft, Corporate Secretary

WHEREAS, Florida Blue has provided support to the USF System including in the areas of USF Health, Muma College of Business, and Women in Leadership and Philanthropy (WLP) and has recently made a gift of \$1,000,000 to support the Morsani College of Medicine-Downtown Expansion; and

WHEREAS, Florida Blue stands as a strong advocate for USF and its impact in the Tampa Bay region and has recognized the impact that the Morsani College of Medicine Downtown facility will have on the community and the greater Tampa Bay region; and

WHEREAS, pursuant to BOG Regulation 9.005, the University of South Florida Board of Trustees is vested with naming authority for all buildings, facilities and academic units of the USF System; and

WHEREAS, in recognition of this donation, the President of the University recommends naming an appropriate space within the Morsani College of Medicine-Downtown Expansion the Florida Blue Health Knowledge Exchange.

NOW, THEREFORE, BE IT RESOLVED THAT THE UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES AFFIRMS THE DECISION TO NAME AN APPROPRIATE SPACE WITHIN THE MORSANI COLLEGE OF MEDICINE-DOWNTOWN EXPANSION "THE FLORIDA BLUE HEALTH KNOWLEDGE EXCHANGE" IN HONOR, RECOGNITION AND APPRECIATION OF PHILANTHROPIC SUPPORT PROVIDED TO THIS UNIVERSITY.

PASSED AND ADOPTED by the University of South Florida Board of Trustees, a public b	ody
corporate of the State of Florida, at a public meeting thereof duly called and held this 8th day	of
June 2017.	

Brian Lamb, Chair	Judy Genshaft, Corporate Secretary

WHEREAS, Nicholas Carmalis has pledged \$25,000 in support to the USF System and the USF Byrd Alzheimer's Center; and

WHEREAS, pursuant to BOG Regulation 9.005, the University of South Florida Board of Trustees is vested with naming authority for all buildings, facilities and academic units of the USF System; and

WHEREAS, in recognition of this donation, the President of the University recommends naming an exam room on the second floor within the C.A.R.E. Center of the USF Byrd Alzheimer's Center in honor of the Carmalis Family.

NOW, THEREFORE, BE IT RESOLVED THAT THE UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES AFFIRMS THE DECISION TO NAME AN EXAM ROOM ON THE SECOND FLOOR WITHIN THE C.A.R.E. CENTER OF THE USF BYRD ALZHEIMER'S CENTER THE "CARMALIS FAMILY EXAM ROOM" IN HONOR, RECOGNITION AND APPRECIATION OF PHILANTHROPIC SUPPORT PROVIDED TO THIS UNIVERSITY.

PASSED AND ADOPTED by the University of South Florida Board of Trustees, a public body
corporate of the State of Florida, at a public meeting thereof duly called and held this 8 th day of
June 2017.

Brian Lamb, Chair Judy Genshaft, Corporate Secretary

WHEREAS, Richard ('82, '85) and Lisa ('85) Yost have pledged \$25,000 in support to the USF System and USF Athletics; and

WHEREAS, pursuant to BOG Regulation 9.005, the University of South Florida Board of Trustees is vested with naming authority for all buildings, facilities and academic units of the USF System; and

WHEREAS, in recognition of this donation, the President of the University recommends naming a tutor room in the Student Athlete Enrichment Center within the Lee Roy Selmon Athletics Center in honor of the Yosts.

NOW, THEREFORE, BE IT RESOLVED THAT THE UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES AFFIRMS THE DECISION TO NAME A TUTOR ROOM IN THE STUDENT ATHLETE ENRICHMENT CENTER THE "RICHARD AND LISA YOST TUTOR ROOM" IN HONOR, RECOGNITION AND APPRECIATION OF PHILANTHROPIC SUPPORT PROVIDED TO THIS UNIVERSITY.

PASSED AND ADOPTED by the University of South Florida Board of Trustees, a public body
corporate of the State of Florida, at a public meeting thereof duly called and held this 8 th day of
June 2017.

Brian Lamb, Chair	Judy Genshaft, Corporate Secretary

WHEREAS, Jennifer Blount '96 and Mark Van Dame '98 are proud graduates of USF and have pledged \$25,000 in support to USF Athletics; and

WHEREAS, pursuant to BOG Regulation 9.005, the University of South Florida Board of Trustees is vested with naming authority for all buildings, facilities and academic units of the USF System; and

WHEREAS, in recognition of this donation, the President of the University recommends naming a room in the Student Athlete Enrichment Center within the Lee Roy Selmon Athletics Center in their honor.

NOW, THEREFORE, BE IT RESOLVED THAT THE UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES AFFIRMS THE DECISION TO NAME A ROOM IN THE STUDENT ATHLETE ENRICHMENT CENTER THE "JENNIFER & MARK VAN DAME TUTOR ROOM" IN HONOR, RECOGNITION AND APPRECIATION OF PHILANTHROPIC SUPPORT PROVIDED TO THIS UNIVERSITY.

2	University of South Florida Board of Trustees, a public bod a public meeting thereof duly called and held this 8 th day of
June 2017.	
Brian Lamb, Chair	Judy Genshaft, Corporate Secretary

WHEREAS, Ernie Kretzmer has provided support to the USF System including support to WUSF Public Media's radio program of \$500,000; and

WHEREAS, pursuant to BOG Regulation 9.005, the University of South Florida Board of Trustees is vested with naming authority for all buildings, facilities and academic units of the USF System; and

WHEREAS, in recognition of this donation, the President of the University recommends naming the Master Control Studio of Classical WSMR in honor of Ernie and Alisa Kretzmer.

NOW, THEREFORE, BE IT RESOLVED THAT THE UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES AFFIRMS THE DECISION TO NAME THE MASTER CONTROL STUDIO OF CLASSICAL WSMR THE "ERNIE AND ALISA KRETZMER STUDIO" IN HONOR, RECOGNITION AND APPRECIATION OF PHILANTHROPIC SUPPORT PROVIDED TO THIS UNIVERSITY.

PASSED AND ADOPTED by the corporate of the State of Florida, at a June 2017.	•	

Judy Genshaft, Corporate Secretary

Brian Lamb, Chair

WHEREAS, Harvard Jolly, Inc. has provided support to the USF System and USF St. Petersburg of over \$100,000, as well as gifts of service, including most recently services related to Lynn Pippenger Hall at USF St. Petersburg; and

WHEREAS, pursuant to BOG Regulation 9.005, the University of South Florida Board of Trustees is vested with naming authority for all buildings, facilities and academic units of the USF System; and

WHEREAS, in recognition of these donations, the President of the University recommends naming a walkover bridge at USF St. Petersburg's Lynn Pippenger Hall in honor of Harvard Jolly, Inc..

NOW, THEREFORE, BE IT RESOLVED THAT THE UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES AFFIRMS THE DECISION TO NAME A WALKOVER BRIDGE AT USF ST. PETERSBURG'S LYNN PIPPENGER HALL THE "HARVARD JOLLY, INC. WALKOVER BRIDGE" IN HONOR, RECOGNITION AND APPRECIATION OF PHILANTHROPIC SUPPORT PROVIDED TO THIS UNIVERSITY.

PASSED AND ADOPTED by the University of South Florida Board of Trustees, a public body
corporate of the State of Florida, at a public meeting thereof duly called and held this 8 th day of
June 2017.

Brian Lamb, Chair	Judy Genshaft, Corporate Secretary

WHEREAS, Creative Contractors, Inc. and Alan Bomstein have made a cumulative total of over \$200,000 in gifts and pledges to support the USF System and USF St. Petersburg; and

WHEREAS, pursuant to BOG Regulation 9.005, the University of South Florida Board of Trustees is vested with naming authority for all buildings, facilities and academic units of the USF System; and

WHEREAS, in recognition of this donation, the President of the University recommends naming a walkover bridge at Lynn Pippenger Hall at USF St. Petersburg in honor of the Bomstein Family and Creative Contractors, Inc..

NOW, THEREFORE, BE IT RESOLVED THAT THE UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES AFFIRMS THE DECISION TO NAME A WALKOVER BRIDGE AT LYNN PIPPENGER HALL AT USF ST. PETERSBURG AS THE "BOMSTEIN FAMILY/CREATIVE CONTRACTORS WALKOVER BRIDGE" IN HONOR, RECOGNITION AND APPRECIATION OF PHILANTHROPIC SUPPORT PROVIDED TO THIS UNIVERSITY.

PASSED AND ADOPTED by the University of South Florida Board of Trustees, a public bod
corporate of the State of Florida, at a public meeting thereof duly called and held this 8th day of
June 2017.

Brian Lamb, Chair Judy Genshaft, Corporate Secretary

WHEREAS, Alan and Sandra Steinberg have provided support to the USF System and USF Kate Tiedemann College of Business at USF St. Petersburg including gifts of \$50,000 to endow the USF St. Petersburg Entrepreneurship Program Innovation Fund and \$100,000 to endow the Al and Sandee Steinberg Scholarship Fund; and

WHEREAS, pursuant to BOG Regulation 9.005, the University of South Florida Board of Trustees is vested with naming authority for all buildings, facilities and academic units of the USF System; and

WHEREAS, in recognition of these donations, the President of the University recommends naming the Small Business Development Conference Room at Lynn Pippenger Hall at USF St. Petersburg in honor of Alan and Sandra Steinberg.

NOW, THEREFORE, BE IT RESOLVED THAT THE UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES AFFIRMS THE DECISION TO NAME THE SMALL BUSINESS DEVELOPMENT CONFERENCE ROOM AT LYNN PIPPENGER HALL AT USF ST. PETERSBURG THE "AL AND SANDEE STEINBERG SMALL BUSINESS DEVELOPMENT CONFERENCE ROOM" IN HONOR, RECOGNITION AND APPRECIATION OF PHILANTHROPIC SUPPORT PROVIDED TO THIS UNIVERSITY.

PASSED AND ADOPTED by the University of South Florida Board of Trust	ees, a public body
corporate of the State of Florida, at a public meeting thereof duly called and he	eld this 8 th day of
June 2017.	

Judy Genshaft, Corporate Secretary

Brian Lamb, Chair

WHEREAS, Dr. Gus A. Stavros has provided support to the USF System including support to the USF Kate Tiedemann College of Business at USF St. Petersburg through a gift of \$125,000 towards construction of Lynn Pippenger Hall; and

WHEREAS, pursuant to BOG Regulation 9.005, the University of South Florida Board of Trustees is vested with naming authority for all buildings, facilities and academic units of the USF System; and

WHEREAS, in recognition of this donation, the President of the University recommends naming the Dean's Boardroom in Lynn Pippenger Hall at USF St. Petersburg in honor of Dr. Gus A. Stavros.

NOW, THEREFORE, BE IT RESOLVED THAT THE UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES AFFIRMS THE DECISION TO NAME THE DEAN'S BOARDROOM IN LYNN PIPPENGER HALL AT USF ST. PETERSBURG THE "DR. GUS A. STAVROS DEAN'S BOARDROOM" IN HONOR, RECOGNITION AND APPRECIATION OF PHILANTHROPIC SUPPORT PROVIDED TO THIS UNIVERSITY.

PASSED AND ADOPTED by the University of South Florida Board of Trustees, a public body
corporate of the State of Florida, at a public meeting thereof duly called and held this 8 th day of
June 2017.

	
Brian Lamb, Chair	Judy Genshaft, Corporate Secretary

WHEREAS, Smith & Associates Real Estate has provided support to the USF System and USF Kate Tiedemann College of Business at USF St. Petersburg including a gift of \$100,000 to provide enhancement funds for the institution; and

WHEREAS, pursuant to BOG Regulation 9.005, the University of South Florida Board of Trustees is vested with naming authority for all buildings, facilities and academic units of the USF System; and

WHEREAS, in recognition of this donation, the President of the University recommends naming the café at Lynn Pippenger Hall at USF St. Petersburg the "The Bull Market Café sponsored by Smith & Associates Real Estate".

NOW, THEREFORE, BE IT RESOLVED THAT THE UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES AFFIRMS THE DECISION TO NAME THE CAFE AT LYNN PIPPENGER HALL AT USF ST. PETERSBURG THE "THE BULL MARKET CAFÉ SPONSORED BY SMITH & ASSOCIATES REAL ESTATE" IN HONOR, RECOGNITION AND APPRECIATION OF PHILANTHROPIC SUPPORT PROVIDED TO THIS UNIVERSITY.

PASSED AND ADOPTED by the University of South Florida Board of Trustees, a public body
corporate of the State of Florida, at a public meeting thereof duly called and held this 8 th day of
June 2017.

Brian Lamb, Chair	Judy Genshaft, Corporate Secretary

WHEREAS, Alfred T. May has provided support to the USF System and USF Kate Tiedemann College of Business at USF St. Petersburg including a gift of \$100,000 to endow an business scholarship at the USF St. Petersburg Kate Tiedemann College of Business; and

WHEREAS, pursuant to BOG Regulation 9.005, the University of South Florida Board of Trustees is vested with naming authority for all buildings, facilities and academic units of the USF System; and

WHEREAS, in recognition of this donation, the President of the University recommends naming the Undergraduate Studies Reception Area in Lynn Pippenger Hall in honor of Alfred T. May.

NOW, THEREFORE, BE IT RESOLVED THAT THE UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES AFFIRMS THE DECISION TO NAME THE UNDERGRADUATE STUDIES RECEPTION AREA IN LYNN PIPPENGER HALL AT USF ST. PETERSBURG THE "ALFRED T. MAY UNDERGRADUATE STUDIES RECEPTION AREA" IN HONOR, RECOGNITION AND APPRECIATION OF PHILANTHROPIC SUPPORT PROVIDED TO THIS UNIVERSITY.

PASSED AND ADOPTED by the University of South Florida Board of Trustees, a public body
corporate of the State of Florida, at a public meeting thereof duly called and held this 8 th day of
June 2017.

	-	
Brian Lamb, Chair		Judy Genshaft, Corporate Secretary

WHEREAS, Judy and Jeff Mitchell have provided support to the USF System and USF Kate Tiedemann College of Business at USF St. Petersburg including a gift of \$25,000 to endow the Mitchell Family Scholarship at the USF St. Petersburg Kate Tiedemann College of Business; and

WHEREAS, Judy Mitchell has also served with distinction as a member of the USF St. Petersburg Campus Board; and

WHEREAS, pursuant to BOG Regulation 9.005, the University of South Florida Board of Trustees is vested with naming authority for all buildings, facilities and academic units of the USF System; and

WHEREAS, in recognition of this donation, the President of the University recommends naming a faculty office in Lynn Pippenger Hall in honor of Judy and Jeff Mitchell.

NOW, THEREFORE, BE IT RESOLVED THAT THE UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES AFFIRMS THE DECISION TO NAME A FACULTY OFFICE IN LYNN PIPPENGER HALL AT USF ST. PETERSBURG THE "JUDY AND JEFF MITCHELL FACULTY OFFICE" IN HONOR, RECOGNITION AND APPRECIATION OF PHILANTHROPIC SUPPORT PROVIDED TO THIS UNIVERSITY.

PASSED AND ADOPTED by the University of South Florida Board of Trustees, a public	body
corporate of the State of Florida, at a public meeting thereof duly called and held 8th day of J	June
2017.	

Brian Lamb, Chair Judy Genshaft, Corporate Secretary

WHEREAS, David and Nancy Ridenour have provided support to the USF System and USF Kate Tiedemann College of Business at USF St. Petersburg including a gift of \$28,000 to endow an accountancy scholarship at the USF St. Petersburg Kate Tiedemann College of Business; and

WHEREAS, pursuant to BOG Regulation 9.005, the University of South Florida Board of Trustees is vested with naming authority for all buildings, facilities and academic units of the USF System; and

WHEREAS, in recognition of this donation, the President of the University recommends naming a faculty office in Lynn Pippenger Hall in honor of David and Nancy Ridenour.

NOW, THEREFORE, BE IT RESOLVED THAT THE UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES AFFIRMS THE DECISION TO NAME A FACULTY OFFICE IN LYNN PIPPENGER HALL AT USF ST. PETERSBURG THE "DAVID AND NANCY RIDENOUR FACULTY OFFICE" IN HONOR, RECOGNITION AND APPRECIATION OF PHILANTHROPIC SUPPORT PROVIDED TO THIS UNIVERSITY.

ý.	sity of South Florida Board of Trustees, a public bod
corporate of the State of Florida, at a public	e meeting thereof duly called and held this 8th day of
June 2017.	
Brian Lamb, Chair	Judy Genshaft, Corporate Secretary
Dian Lamo, Chan	saay Genshart, Corporate Beeretary