

2010 University Work Plan / Proposal

University of South Florida – Tampa  
(University)

**Strategic Plan**

The 2007-2012 USF Tampa Strategic Plan is a bold, ambitious plan to elevate the performance and rankings of the University of South Florida as one of the nation’s leading research universities. It provides the USF community with a clear vision, goals, strategies, and measures to promote alignment and success. It is clearly directed at ensuring student success, contributing innovation and new knowledge, and advancing economic development in Florida, the nation, and globally.

<http://www.ods.usf.edu/Plans/Strategic/>

**Mission Statement**

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

- Student access and success in an engaged, and interdisciplinary, learner-centered environment,
- Research and scientific discovery, including the generation, dissemination, and translation of new knowledge across disciplines; to strengthen the economy; to promote civic culture and the arts; and to design and build sustainable, healthy communities, and
- Embracing innovation, and supporting scholarly and artistic engagement to build a community of learners together with significant and sustainable university-community partnerships and collaborations.

<http://www.ods.usf.edu/Plans/Strategic/vision-mission.htm>

**Overview of Core Institutional Strengths, Special Assets, and Niche Contributions****GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES**

USF Tampa is committed to access and the success of its students. Production of degrees is a culmination of student experiences, achievements, and success at the institution, and therefore becomes a measure of student success. As such, student success (i.e. enhanced preparedness, retention, persistence, graduation and placement rates) has been the primary goal of undergraduate and graduate education initiatives.

In 2008-09, USF Tampa awarded 8,730 degrees, of which more than 6,000 were bachelor's degrees, more than 2,000 were master's degrees, and nearly 300 were doctoral degrees. At the undergraduate level, the university has made significant investments in programs and services to help students meet their fullest potential. By increasing the number of academic advisors, expanding tutoring services, encouraging undergraduate research, improving orientation, constructing new residence halls, and updating policies, USF Tampa is taking a comprehensive approach to improving the undergraduate experience in an effort to improve graduation rates and the overall collegiate experience.

In support of the university's strategic plan, graduate enrollment and diversity are on the rise – an indication of USF Tampa's intentions to strengthen its position as Florida's number two research university. Graduate studies and research are the hallmarks of the Tampa campus as a premier destination for world-class graduate students, postdoctoral fellows and faculty. Graduate and professional education at USF Tampa has been on a strong forward trajectory with exemplary educational and research opportunities for graduate students developed to promote our next state, national, and global leaders.

Graduate level I hours (master's courses) have increased 3-4% and Graduate level II (doctoral graduate hours) have increased 23%. Diversity numbers are also strong, rising to 23% of all graduate students. The USF Tampa Graduate School is outperforming institutional goals for number of doctorates awarded, particularly in STEM areas, international student enrollment, and time to degree completion. Continuing this trend prepares the nation's next generation of leaders, thinkers and scientists by replenishing the ranks of the professoriate for American higher education.

Overall, more than one third of the USF Tampa student body is comprised of students who identify themselves as races/ethnicities that are non-White. USF Tampa's student diversity is a hallmark of the institution and has been recognized by leading publications over the past several years.

USF Tampa is located less than 10 minutes from downtown, where the institution also maintains a center for professional and workforce education. USF Health's presence permeates the Tampa Bay area through partnerships with hospitals and other health care organizations throughout Hillsborough County. The institution's broad geographic reach further supports its commitment to providing access to higher education.

**GOAL 2: MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**

As a leading research university, USF Tampa offers a broad array of undergraduate and graduate degree programs preparing students to become leaders in business, industry, service, and research. Many degree programs align with state goals to meet professional and workforce needs, including education, health professions, the sciences, and emerging technologies. Following the guidelines and selection of areas of strategic emphasis identified by the Board of Governors staff in consultation with business and industry groups, USF Tampa has experienced a positive growth trend in all identified areas (i.e., Education, Health Professions, STEM areas, Security & Emergency Services, Globalization, and Regional Workforce Needs). From 2004 to 2008, USF Tampa has had a 45% increase in total degrees awarded combined for all areas of strategic emphasis.

**GOAL 3: BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**

Research is a hallmark of every college, department and program at USF Tampa. It is an expectation and a privilege of every faculty member, whether it is sponsored by an external funding or carried out with support of university resources. As a result, there are scores of projects investigating basic research problems and tackling applied societal challenges that together all enhance our understanding of the world in the creation of new knowledge.

Research is a centerpiece of the university's strategic plan, is fundamental to the recruitment and retention of top faculty and gives a university distinction. Consistent with the USF Tampa Strategic Plan, the university has four internationally recognized research themes which span the entire campus: sustainability, integrated neurosciences, diabetes, and drug design, development and delivery.

USF Tampa's research enterprise is also remarkable on the national level. In fiscal year 2007, USF Tampa ranked 65<sup>th</sup> of total research and development expenditures (external funding) for all universities and colleges and 44<sup>th</sup> of all public institutions. USF Tampa also ranks 38<sup>th</sup> in federal research expenditures for public universities and 62<sup>nd</sup> for all universities. Last year, USF Tampa's funded research generated around \$380 million in external awards from federal, state, industry, foundation and other sponsors who are our partners in discovery and innovation that benefits Florida citizens, develops and commercializes products, knowhow and processes, and creates start-up companies and jobs. Such activities lead to economic development and create solutions to local, national and global problems.

Research firmly connects the university with the local Tampa Bay community through service, outreach and engagement activities, the corporate community through patenting and licensing of technology and targeted research, with other academics through collaborative and cooperative programs and globally through our relationships with research colleagues. Research also connects the system through multidisciplinary approaches to a common problem. Research provides opportunity to students and prepares them for success in their chosen fields or for graduate and professional education.

Of equal importance, research and scholarship in the humanities and arts improve the quality of life for our citizens and elevate the reputation of USF Tampa through performances, works of art, published books and other writings, and public commentary. In support of the next generation of scholars, USF Tampa has established the Provost's Postdoctoral Scholars Initiative in Humanities and Social Sciences. This initiative will support five new postdoctoral scholars in these areas and establish a new Office of Postdoctoral Affairs in the Graduate School that will allow strategic planning and data collection related to all USF postdoctoral scholars. Overall, there has been an 86% increase in the number of postdoctoral scholars since 2003, with 231 postdoctorates reported for Fall 2008.

In 2008-09, three members of the USF Tampa faculty were identified as national academy members and eight received nationally prestigious faculty awards as defined by the Top American Research Universities (TARU). USF Tampa's commitment to applied research is evident by a 50 percent increase in the total number of patents issued since 2004.

**GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES**

The core of the USF System is a growing, energetic campus in the heart of Tampa. What was once known as local university serving commuter students, today USF is one of the nation's top research universities with a vibrant campus community and strong research focus.

With a 213% increase between 2000-2007, no other American university grew its federal research enterprise at a faster rate than USF, according to the *Chronicle of Higher Education's 2009-10 Almanac*. This distinction is a clear example of USF Tampa's aspirations to become eligible for membership in the Association of American Universities (AAU), an organization of 62 leading public and private research universities in the U.S. and Canada (34 public, 26 private, 2 Canadian). A focus on meeting the stringent criteria for AAU invitation-only membership represents the highest level in which a university can benchmark its achievements.

USF Tampa's 2007-2012 Strategic Plan is a bold, ambitious plan to elevate the performance and rankings of USF Tampa and provides the USF community with a clear vision, goals, strategies and measures to promote alignment and success. It is clearly directed at ensuring student success, contributing innovation and new knowledge and advancing economic development in Florida, the nation, and globally.

A unique example of the integration of the USF Tampa Strategic Plan into the university's operations is the way USF Tampa incorporates the budget planning process into the implementation of the strategic planning process. USF Tampa aligns its budget with institutional strategic priorities through effectively communicating and engaging all stakeholders in a transparent, focused, and disciplined manner with a mind to preserving excellence; containing costs; leveraging efficiencies; generating new revenue; and maximizing performance.

USF Tampa's focus on integrated, interdisciplinary inquiry, one of the four pillars of the university's strategic plan, is evident both in instructional and research programs. From new doctoral programs to undergraduate research, graduate school partnerships, and community outreach initiatives, USF is positioned as an emerging global leader in a new way of approaching learning and discovery.

USF Health is an enterprise dedicated to making life better by improving health in the wider environment, in communities, and for individuals. USF Health has, as its core, the three colleges of Public Health, Nursing and Medicine, including a School of Physical Therapy as well as the healthcare delivered by its clinicians. Originally founded as the USF Medical Center in 1965, its name has been changed to USF Health to reflect its collaborative focus on the full continuum of health.

Recently, the Florida Board of Governors granted USF Tampa approval to establish new doctoral programs in history, government, and sociology. The programs are linked, which is quite different from traditional, discipline-based programs. They focus on building sustainable healthy communities in a global context. These new programs join existing dual and interdisciplinary degree programs both at the undergraduate and graduate level.

In recognition of USF Tampa's service in the community, it was placed on the Corporation for National and Community Service's President's Higher Education Community Service Honor Roll for exemplary service efforts and service to America's communities.

## **Current Peer Institutions**

Below are the national peer institutions as set forth in the USF Tampa Strategic Plan:

### **National Peer Institutions**

- North Carolina State University
- Rutgers University
- University at Buffalo
- Stony Brook University
- University of Alabama at Birmingham
- University of California, Irvine
- University of Cincinnati
- University of Illinois at Chicago

## Institutional Vision and Strategic Directions for the Next 5 - 10 Years

### USF Tampa Visions:

The University of South Florida Tampa envisions itself as a pre-eminent research university with state, national and global impact, and positioned for membership in the Association of American Universities (AAU).

<http://www.ods.usf.edu/Plans/Strategic/vision-mission.htm>

Aligned with the specific strategic goals set forth by the university, the following outline the strategic directions for USF Tampa.

### *Expanding world-class interdisciplinary research, creative, and scholarly endeavors.*

- Promote nationally and internationally distinctive and prominent research and graduate programs,
- Strengthen the University's research support infrastructure to enhance contracts and grants workflow and output – through critically examining the applicability of alternative models of F&A indirect cost distribution, and other innovative mechanisms,
- Focus on increasing the amount and proportional share of competitive federal research awards,
- Enhance and expand the talent pool of world-class, competitively-funded faculty members, postdoctoral fellows, and graduate students,
- Establish a salary enhancement program that rewards highly productive faculty in the areas of teaching and learning; scholarship, research and creative endeavors; and service and engagement, and
- Strengthen and support integrated and synergistic interdisciplinary research across disciplinary, departmental, college and campus boundaries.

### *Promoting globally competitive undergraduate, graduate and professional programs that support interdisciplinary inquiry, intellectual development, knowledge and skill acquisition, and student success through a diverse, fully- engaged, learner-centered campus environment.*

- Create and support globally competitive, relevant and distinctive academic programs that address the changing needs of the region, state and nation through innovative approaches to curriculum development and delivery,
- Provide increased access to excellence in higher education for students who demonstrate the aptitude to succeed,
- Enhance and expand the talent pool by shaping the enrollment profile of USF Tampa's undergraduate and graduate student body to reflect that found at a pre- eminent research university,
- Improve year-to-year retention and time-to-graduation; demonstrated acquisition of knowledge, communication and critical thinking skills; and competency to synthesize and apply new knowledge; together with providing an optimal college experience for all students,
- Build a sustainable campus environment at USF Tampa that meets the criteria for Carnegie classification as a “primarily residential” campus, and
- Improve and promote cultural and global literacy, foreign language proficiency, and the international competitiveness of USF Tampa graduates through significant growth in study abroad participation, an increase in fee-paying international students, and cross-cultural curriculum development.

*Expanding local and global engagement initiatives to strengthen and sustain healthy communities and to improve the quality of life.*

- Establish a unified institutional structure to facilitate and promote community engagement, social enterprise, and global collaborations in education, research and service learning, including mechanisms for managing fiscal and human resources for student exchange, study abroad and international field placement programs, and faculty research, teaching, outreach and professional development opportunities,
- Develop an up-to-date clearinghouse of information about all the engagement currently occurring at USF Tampa and develop institutional systems to measure community engagement,
- Encourage and reward faculty effort in community engagement – require an annual faculty impact statement and explicitly introduce community engagement into USF Tampa’s promotion and tenure guidelines, and
- Encourage and reward student engagement in the community and explore the feasibility of acknowledging community engagement and other co-curricular activities on the official transcript.

*Enhancing all sources of revenue, and maximizing effectiveness in business practices and financial management to establish a strong and sustainable economic base in support of USF’s growth.*

- Refine business practices to ensure a strong and sustainable economic foundation at USF Tampa,
- Promote and sustain a positive working environment, significantly improve service quality, and improve staff support through providing competitive salary structures, expanding professional development opportunities, and building cross-functional teams,
- Build USF Tampa’s fundraising enterprise and endowment to a level commensurate with that found at a pre-eminent research university by completing a comprehensive campaign to support capital projects, endowed professorships and scholarships, and to supplement operating needs,
- Expand USF Tampa’s national identity through developing and implementing a comprehensive, cutting-edge branding campaign grounded in the discovery and dissemination of new knowledge; interdisciplinary collaboration; commercialization and economic development; and global engagement,
- Expand the commercialization of emerging technologies to enhance regional and state economic development, and
- Build a sustainable environment to support an expanded and improved teaching and research mission, a more engaged residential community, and a university-based global village.

USF Tampa Strategic Plan: <http://www.ods.usf.edu/Plans/Strategic/>

**Aspirational Peer Institutions** (aspire and plan to be comparable to in the next 5 – 10 years)

- Georgia Institute of Technology
- University of Pittsburgh
- University of California, San Diego

Projected Institutional Contributions to System-Level Goals					
NUMERIC TARGETS					
Dashboard Metric	Date	Actual Value		Date	Projected Value
Baccalaureate Degrees Awarded	2008-09	6,059		2012-13	6,786
Master’s Degrees Awarded	2008-09	1,810		2012-13	2,375
Research and Professional Doctorates Awarded	2008-09	402		2012-13	488
Federal Academic Research and Development Expenditures	2007-08	SYSTEM ONLY		2011-12	SYSTEM ONLY
Total Academic Research and Development Expenditure	2007-08	SYSTEM ONLY		2011-12	SYSTEM ONLY
FTIC*** Six-Year Retention and Graduate Rates from the <u>Same IHE</u>	2003-09 FTIC Cohort	Graduated SYSTEM ONLY		2007-13 FTIC Cohort	Graduated SYSTEM ONLY
		Still Enrolled SYSTEM ONLY			Still Enrolled SYSTEM ONLY
AA Transfer*** Four-Year Retention and Graduation Rates from the <u>Same IHE</u>	2005-09 AAT Cohort	Graduated SYSTEM ONLY		2009-13 AAT Cohort	Graduated SYSTEM ONLY
		Still Enrolled SYSTEM ONLY			Still Enrolled SYSTEM ONLY
DIRECTIONAL TARGETS [Indicate Direction: I=Increase, M=Maintain, D=Decrease]					
Dashboard Metric	Date	Actual Value		Date	Projected Direction**
Baccalaureate Degrees Awarded to Black, Non-Hispanics	2008-09	#	%*	2012-13	#
		786	13.5%		I
Baccalaureate Degrees Awarded to Hispanics	2008-09	#	%*	2012-13	#
		759	13.0%		I
Baccalaureate Degrees Awarded to Pell Recipients	2008-09	#	%*	2012-13	#
		2,260	38.8%		M
Degrees Awarded in Specified STEM Fields	2008-09	Bacc.	Grad.	2012-13	Bacc.
		1,323	528		I
Degrees Awarded in Specified Health Profession Critical Need Areas	2008-09	Bacc.	Grad.	2012-13	Bacc.
		414	497		I
Degrees Awarded in Specified Education Critical Need Areas	2008-09	Bacc.	Grad.	2012-13	Bacc.
		86	126		I
NCLEX Pass Rate for First-Time Test Takers in Baccalaureate Nursing Program	2008	98.1%		2012	M/I
Licensing Income	2007-08	\$1,831,000		2011-12	I
Licenses and Options Executed	2007-08	28		2011-12	I
Other Transfer*** Five-Year Retention and Graduation Rates from the Same IHE	2004-09 Other Cohort	Graduated SYSTEM ONLY		2008-13 Other Cohort	Graduated SYSTEM ONLY
		Still Enrolled SYSTEM ONLY			Still Enrolled SYSTEM ONLY

“Actual Value” should equal related value in 2009 Annual Report.

\* Percentage of Total Baccalaureates Awarded That Were Awarded to Specific Group.

\*\* Projected Direction = INCREASE, MAINTAIN, or DECREASE.

**Additional Primary Institutional Goals/Metrics for the Next One to Three Years**

(In the context of the institutional strategic plan and vision, as well as System priorities, present a minimum of three additional goals on which university effort will be focused in the next one to three years. Describe each goal, including whether the goal is new or continuing, the strategy for achieving that goal, the metrics by which success will be measured, specific actions to be taken in this fiscal year, expected outcomes, and assumptions, including financial, upon which the projected outcomes are predicated.)

Reflecting the institution’s goals of becoming eligible for membership in the Association of American Universities, USF Tampa is dedicated to strengthening its excellence in teaching, research, and service by enhancing STEMM field activities, broadening its global connections, promoting interdisciplinary initiatives, and developing stronger community ties. The strategic plan documents in detail the metrics used to measure success, metrics for which the institution is held accountable by the Board of Trustees. In particular, it is anticipated that USF Tampa will see considerable increases in its global activities, international faculty exchanges, recruitment of fee-paying international students and student study abroad programs, thus adding to Florida’s place in the global economy. USF Tampa is strategic in its use of resources as it moves in this direction. Its partnership with INTO will facilitate the internationalization of the campus.

An identified area of strategic focus, Marine Science and Coastal Technologies represents a key area of paralleled concentration of coastal marine programs. The Tampa Bay region is the largest marine research community in the southeast, and USF Tampa is uniquely positioned to serve as the intellectual hub for technological advances and workforce development within this important industry.

Partnerships with leading research and industry leaders, such Mote Marine Laboratory, SRI, New Energy Solar, NanoCVD, Florida Institute of Oceanography and Draper Laboratory, cultivate research and development that strengthens the state’s economy while contributing to solutions for the world’s most pressing challenges.

Proposed Date of Submission to University Board of Trustees	Program Level (B,M,D)	6-Digit CIP Code	Program Title or Degree Designation	Comments (Including Proposed Implementation Date)
<b>College of Arts and Sciences</b>				
TBD	D	25.0101	Library and Information Sciences	
TBD	D	26.0400	Cell and Molecular Biology	
TBD	D	26.1399	Ecology, Evolution Systematics and Population Biology	
TBD	M	45.0701	Geographic Information Systems	
Fall 2010	B	51.0000	Health Science	Spring 2011
<b>College of Behavioral and Community Sciences</b>				
2011-2012	M	30.1101	5-Year Masters of Gerontology	Will provide opportunity for outstanding undergraduate Gerontology students to complete the MA with 1 additional year of enrollment
TBD	M	51.0718	Long-Term Care Administration	Based on our BS in LTC Administration, this program would prepare administrators who already have a relevant bachelors degree
TBD	M	52.0299	Management of Health and Aging Programs	Possibly offered as a joint program with Public Health and/or Business
2010-2011	M	xx.xxxx	MA in Autism Spectrum Disorders and Severe Intellectual Disabilities	Pre-proposal to GECC 4/2010
TBD	D	xx.xxxx	Ph.D. in Applied Behavior Analysis	Pre-proposal to GECC fall 2009
<b>College of Education</b>				
TBD	M	13.0901	Educational Studies	Pre-proposal 3/10
TBD	M	31.0505	Exercise Science	Pre-proposal 4/10
<b>College of Medicine</b>				
2012	M	5.2099	Pharmaceutical Sciences	2012

2012	M	23.1303	Biomedical Communication & Marketing	2012
2012	D	26.0608	Integrated Neurosciences	2013
2011	M	26.0907	Diabetes & Autoimmune Diseases	2011
2011	M	30.2401	Behavioral Neurosciences	2011
2012	M	51.0701	Healthcare Management	2013
2012	M	51.0912	Physician’s Assistant	2012
2011	M	51.2706	Health Informatics	2011
2012	M	51.3102	Clinical Nutrition	2012
2013	D	51.9999	Infectious Diseases	2013
2011	D	xx.xxxx	Rehabilitation Sciences (Interdisciplinary)	2012
<b>College of The Arts</b>				
2013	D	50.0703	Art History	
2011	M	50.0704	Arts Management	Interdisciplinary with The College of Business
2013	M	xx.xxxx	Museum Studies	

\* Under review by the BOG June 2010

### Windows of Opportunity/Unique Challenges

(If the university has been presented with one or more unique opportunities that have not been included in prior plans but which will receive particular attention during this year, those opportunities should be presented here. Additionally, if the university expects to face a unique challenge in the coming year(s), that should be noted.)

#### Global Expansion

##### ○ *INTO USF:*

The USF Tampa and INTO University Partnerships embarked on a joint venture to increase international student recruitment at USF Tampa and ensure greater student success. The new INTO>>USF international study center, based at USF's Tampa campus, will offer a unique range of programs that will help USF capitalize on the growing number of international students seeking to study abroad. The innovative year-long preparation courses provide international students with the specific academic, English and cultural skills needed for successful study in American universities. In time, the study center intends to broaden its course portfolio to support USF Tampa's long term goals to provide more globally competitive undergraduate, graduate and professional programs; enhance global literacy; and expand global engagement initiatives.

##### ○ *School of Global Sustainability:*

USF Tampa launched the nation's first School of Global Sustainability in February 2010, an innovative effort aimed at preparing students for a new generation of "green collar" careers and finding solutions for a world challenged with the protection of its fragile environment and limited resources. The first degree program to be offered by the school will be a Master of Arts (MA) in Global Sustainability to prepare students to address complex regional, national, and global challenges related to sustainability and the ability to innovate in diverse cultural, geographic, and demographic contexts. The program will allow for the integration of various disciplines such as basic, natural, and social sciences, engineering, health, economics, governance and policy, and issues of diversity.

##### ○ *Global Academic Partners (GAP) Program:*

The purpose of the Global Academic Partners (GAP) Program is to provide an opportunity to develop meaningful and mutually beneficial collaborative research, teaching, and creative activities between USF and our Global Academic Partner Universities. Current partner universities are: Nankai University in China, Ocean University also in China, University of Exeter in the United Kingdom, University of Ghana in Ghana, and University of the Cape Coast, also in Ghana.

#### USF Tampa's Role in the Emerging USF System

USF Tampa is a leading metropolitan research university, dedicated to excellence in:

- Student access and success in an engaged, and interdisciplinary, learner-centered environment,
- Research and scientific discovery, including the generation, dissemination, and translation of new knowledge across disciplines; to strengthen the economy; to promote civic culture and the arts; and to design and build sustainable, healthy communities, and
- Embracing innovation, and supporting scholarly and artistic engagement to build a community of learners together with significant and sustainable university-community partnerships and collaborations.

USF Tampa serves as the core institution to the USF System but works collaboratively with the other three institutions to provide distinction in teaching, research and service.

<b>Tuition Differential Proposal for 2010-2011</b>	
<b>University: University of South Florida – Tampa</b>	
<b>Effective Date</b>	
University Board of Trustees Approval Date:	
Implementation Date (month/year):	
<b>Purpose</b>	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	<ol style="list-style-type: none"> <li>1. Increase undergraduate course offerings</li> <li>2. Improve graduation rates</li> <li>3. Increase the percentage of undergraduate students who are taught by faculty</li> <li>4. Decrease student-faculty ratios</li> <li>5. Improve the efficiency of the delivery of undergraduate education through academics who graduate with excess hours</li> </ol>
<b>Campus or Center Location</b>	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	The entire University of South Florida System (Tampa, St. Petersburg, Sarasota-Manatee, and Polytechnic)
<b>Undergraduate Course(s)</b>	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	Tuition differential will apply to all undergraduate courses offered by the USF system
<b>Current Base Tuition and Tuition Differential Fee</b>	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$94.33
Current Undergraduate Tuition Differential per credit hour:	\$22.00
<b>Proposed Increase in the Tuition Differential Fee</b>	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$8.26
\$ Increase in tuition differential for 30 credit hours:	\$247.80

Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	\$5,292,991 (Tampa-\$4,951,995; Health-\$340,996)
Total differential fee revenue generated in 2010-11 (projected):	\$13,764,091 (Tampa-\$12,898,529; Health-\$865,562)
<p><b>Seventy percent (70%)</b> of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$3,705,094.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> <li>1. Increase course offerings (\$339,897)</li> <li>2. Improve graduation rates (\$264,000)</li> <li>3. Increase the percentage of undergraduate students who are taught by faculty (\$1,338,697)</li> <li>4. Decrease student-faculty ratios (\$1,500,000)</li> <li>5. Improve the efficiency of the delivery of undergraduate education through academic advisement and counseling (\$262,500)</li> </ol>	
<p><b>Thirty percent (30%)</b> of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$1,904,903. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$0.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> <li>1. We will continue to target our need based grant awards to students who are paying the differential charges. Total expenditures: \$1,428,677</li> <li>2. Because we continue to experience an increase in FAFSA filers who have need, the differential revenue will prevent dilution of the need based funds that are being awarded to an increasing number of students. Total expenditures: \$476,226</li> </ol>	
Monitoring	
<p>Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.</p>	<ol style="list-style-type: none"> <li>1. Freshman retention rate.</li> <li>2. Six-year graduation rate for FTICs.</li> <li>3. Three-year graduation rate for transfer students with AA degree.</li> <li>4. Student to advisor ratio.</li> <li>5. Student to faculty ratio.</li> </ol>
Performance Measure Status	
<p>What is the institution’s plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.</p>	<p>The USF Tampa strategic plan documents in detail the metrics used to measure success, metrics for which the institution is held accountable by the Board of Trustees.</p> <ol style="list-style-type: none"> <li>1. Freshman retention rate: (2007-08) 81%; goal of 90% (2011-12)</li> <li>2. Six-year graduation rate: 49.3% (Fall 2001 cohort); goal of 63% (Fall 2005 cohort)</li> <li>3. Three-year graduation rate for transfer students with AA degrees: 48% (2003 cohort); goal of 55% (2007 cohort)</li> <li>4. Student to advisor ratio: (2007-08) 480:1; goal 300/350:1</li> <li>5. Student to faculty ratio: current- 27.5:1; goal</li> </ol>

<b>Tuition Differential Supplemental Information</b>	
<b>Provide the following information for the 2009-2010 academic year.</b>	
<b>2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)</b>	<b>University Update on Each Initiative</b>
<p><b>USF Tampa:</b></p> <ul style="list-style-type: none"> <li>a. Increase course offerings</li> <li>b. Improve graduation rates</li> <li>c. Increase the percentage of undergraduate students who are taught by faculty</li> <li>d. Decrease student-faculty ratios</li> <li>e. Improve the efficiency of the delivery of undergraduate education through academic advisement and counseling</li> </ul>	<p>The 70% collected to be used to enhance undergraduate education was allocated to hiring new professors, instructors, and academic advisors.</p>
<p><b>USF Health:</b></p> <ul style="list-style-type: none"> <li>a. Increase the percentage of undergraduate students who are taught by faculty</li> </ul>	<p>USF Health offers only two undergraduate programs: one in the College of Nursing and one in the College of Medicine. Differential revenue is being used in support of reducing the student/faculty ratio in clinical experiences. Both full-time faculty and adjunct instructors are currently supported. The College of Public Health (COPH) does not have undergraduate programs. However, COPH offers undergraduate classes that are part of the minor in public health and other general service courses for the university. Revenue from these classes is being used to support the salary of adjunct instructors. These funds have allowed USF Health to support the existing level of undergraduate adjunct instructors and therefore maintain/increase the number of undergraduate course offerings at a time of continued base budget reductions. The total expenditure includes some carry forward funds and thus exceeds the tuition differential revenue.</p>
<b>Additional Detail, where applicable</b>	
<p>Number of Faculty Hired or Retained (funded by tuition differential):</p>	<p>Tampa: 22 (11 assistant professors, 11 instructors) Health: 8 (2 assistant professors, 6 instructors), 1 student assistant</p>
<p>Number of Advisors Hired or Retained (funded by tuition differential):</p>	<p>Tampa: 8</p>
<p>Number of Course Sections Added or Saved (funded by tuition differential):</p>	

2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
A portion of the 30% of the differential fee revenue (approx. \$200,000) will be held for USF to provide grant funding for students whose families experience changes in their financial situation.	Only \$4,000 has been used from this fund as of this date.
The remaining amount would be awarded to eligible continuing students (as defined above) in an effort to address some of the unmet need.	The differential funding increase resulted in funding for 577 additional students, or an increase of almost sixteen percent.
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	2,171
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	1,272
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	181
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	4,000

STATE UNIVERSITY SYSTEM OF FLORIDA		
Tuition Differential Collections, Expenditures, and Available Balances		
<b>University:</b> University of South Florida – Tampa (includes Health)		
Fiscal Year 2009-2010 and 2010-11		
<b>University Tuition Differential</b>		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	<b>Estimated Actual*</b>	<b>Estimated</b>
	<b>2009-10</b>	<b>2010-11</b>
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<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$87,769	\$256,021
Less: Prior-Year Encumbrances	0	0
Beginning Balance Available:	\$87,769	\$256,021
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$6,931,107	\$15,051,663
Interest Revenue - Current Year	14,851	34,898
Interest Revenue - From Carryforward Balance	0	0
Total Receipts / Revenues:	\$6,945,958	\$15,086,561
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$4,631,910	\$10,522,213
Other Personal Services	66,463	302,697
Expenses	0	0
Operating Capital Outlay	0	0
Student Financial Assistance	2,079,333	4,515,499
Expended From Carryforward Balance	0	0
**Other Category Expenditures	0	0
Total Expenditures:	\$6,777,706	\$15,340,409
Ending Balance Available:	\$256,021	\$2,173
*Since the 2009-10 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		
***Estimated 2010-11 expenditures are rough estimates at this time. Budgets are currently being developed and will not be finalized until Summer 2010		

<b>Enrollment Plan Proposal (May need to be submitted later than the rest of the Work Plan)</b>							
<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2009-10	2009-10	2010-11	2010-11	2012-13	2014-15	
FL Resident Lower	9,274	8,584	8,716	8,716	8,877	9,121	1.0%
FL Resident Upper	12,777	11,391	13,282	13,282	13,504	14,331	1.7%
FL Resident Grad I	3,184	3,949	3,199	3,199	3,354	3,544	2.3%
FL Resident Grad II	623	1,151	710	710	730	750	1.4%
<b>Total FL Resident</b>	<b>25,858</b>	<b>25,075</b>	<b>25,907</b>	<b>25,907</b>	<b>26,465</b>	<b>27,746</b>	<b>1.5%</b>
Non-Res. Lower		340		346	373	375	2.0%
Non-Res. Upper		403		410	422	432	1.4%
Non-Res. Grad I		329		339	359	381	3.0%
Non-Res. Grad II		200		210	220	240	3.8%
<b>Total Non-Res.</b>		<b>1,272</b>		<b>1,304</b>	<b>1,375</b>	<b>1,428</b>	<b>2.3%</b>
<b>Total Lower</b>		<b>9,021</b>		<b>9,062</b>	<b>9,250</b>	<b>9,496</b>	<b>1.0%</b>
<b>Total Upper</b>		<b>13,573</b>		<b>13,691</b>	<b>13,927</b>	<b>14,763</b>	<b>1.7%</b>
<b>Total Grad I</b>		<b>3,493</b>		<b>3,538</b>	<b>3,713</b>	<b>3,925</b>	<b>2.4%</b>
<b>Total Grad II</b>		<b>900</b>		<b>920</b>	<b>950</b>	<b>990</b>	<b>1.9%</b>
<b>Total FTE</b>		<b>26,987</b>		<b>27,211</b>	<b>27,839</b>	<b>29,174</b>	<b>1.6%</b>
FL Resident Medical Headcount (Medical, Dentistry, Vet.)	480	472	472	472	472	480	1.7%
Non-Res. Medical Headcount (Medical, Dentistry, Vet.)		8		8	8	0	-100.0%
<b>Total Medical Headcount (Medical, Dentistry, Vet.)</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>0.0%</b>

<i>For each distinct location (main, branch, site, regional campus) that has or is planned to have more than 150 FTE</i>							
SITE: Tampa							
		Estimated		Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE		2009-10		2010-11	2012-13	2014-15	
Lower		8,235		8,544	8,526	8,530	0.0%
Upper		10,516		11,164	11,219	11,267	0.3%
Grad I		2,904		3,892	4,174	4,560	1.7%
Grad II		952		1,144	1,176	1,217	1.7%
<b>Total</b>		<b>22,607</b>		<b>24,743</b>	<b>25,094</b>	<b>25,574</b>	<b>0.8%</b>
SITE: Health							
		Estimated		Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE		2009-10		2010-11	2012-13	2014-15	
Lower		349		319	326	330	1.2%
Upper		875		889	934	982	3.0%
Grad I		1,044		982	1,124	1,340	6.7%
Grad II		198		224	226	227	0.7%
<b>Total</b>		<b>2,466</b>		<b>2,413</b>	<b>2,609</b>	<b>2,879</b>	<b>4.2%</b>