UNIVERSITY of
SOUTH FLORIDA

Board of Trustees

Tuesday, September 6, 2022
9:30 AM – 12:30 PM
A G E N D A

I. **Call to Order and Comments**   Chair Will Weatherford

II. **Student Presentation**   Samuel Rechek

III. **President's Report**   President Law

IV. **New Business – Action Items (Minutes and Consent)**

    a. **FL 101** – Approval of Minutes   Chair Weatherford

        1. *June 15, 2022*
        2. *August 19, 2022*

    b. **Consent Agenda (FL 102 – FL 112)**
                                                    Chair Weatherford

(BOT committee representatives may address approved items listed below.)

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.

Governance Committee Approved Items

FL 102 – DSO Board of Directors

    a. USF Foundation, Inc.
    b. USF Institute of Applied Engineering
    c. University Medical Service Association, Inc.
    d. Medical Services Support Corporation
    e. Health Professions Conferencing Corporation
    f. Sun Dome, Inc.

Finance Committee Approved Items

FL 103 – USF Legislative Budget Request

FL 104 – FIO Legislative Budget Request

FL 105 – General Banking, Merchant and Purchasing Card Services

Audit & Compliance Committee Approved Items

FL 106 – Internal Audit (IA) Work Plan FY23-FY24

ACE Committee Approved Items

FL 107 – Tenure as a Condition of Employment

FL 108 – USF Textbook & Instructional Materials Affordability Annual Report

FL 109 – Annual Equity Report

FL 110 – Full Report on Civil Discourse

FL 111 – Specialized Admissions

    a. CIP 50.0301 Dance General
    b. CIP 50.0409 Graphic Design
    c. CIP 14.0501 Bioengineering & Biomedical Engineering
    d. CIP 51.3801 Registered Nursing/Registered Nurse

FL 112 – 2022-2023 Linking Industry to Nursing Education (LINE) Fund Proposal

V. New Business – Action Items

FL 113 – Delegation of Authority   Assistant Vice President Masha Galchenko

FL 114 – 2022-23 University
E&G Carryforward Spending Plan   Assistant Vice President Masha Galchenko

FL 115 – Fixed Capital Outlay Budget   Vice President Carole Post

FL 116 – President's 2022-23 Goals   Chair Weatherford

FL 117 – Provost Emeritus   Chair Weatherford

VI. New Business – Information Items

    a. Board Self-Evaluation   Chair Weatherford

    b. Overview of Office of Corporate Partnerships   Executive Director Morgan Holmes

    c. E&G Allocations   Senior Vice President Rich Sobieray

d. Accreditation Reaffirmation Update Vice Provost Terry Chisolm and Director Christopher Combie

e. Enrollment Update Interim Provost Eisenberg

f. Stadium Update Senior Vice President Jay Stroman and Vice President Michael Kelly

VII. BOT Roundtable Discussion Chair Weatherford

VIII. Adjournment Chair Weatherford

Board of Trustees

Wednesday, June 15, 2022
9:30 AM – 12:30 PM

MINUTES

I. Call to Order and Comments

Chair Will Weatherford thanked everyone for participating and called the full Board of Trustees meeting to order.

Chair Weatherford made the following announcements:

- Welcomed Christian Hardigree as the new Regional Chancellor for the St. Petersburg Campus.
- Welcomed Mindy McCord as the first head coach for the USF Women's Lacrosse Team.
- Congratulations went out to the new USF Student Body President Nithin Palyam.
- Congratulations to College of Business Dean Moez Limayem on becoming the new President of the University of North Florida.
- Congratulations to Provost Ralph Wilcox on his upcoming retirement. A celebration is scheduled in his honor on August 9th.

 Chair Weatherford asked Kiara Guzzo to call the roll.

Kiara Guzzo called the roll:

Trustee Tim Boaz
Trustee Sandra Callahan
Trustee Mike Carrere
Trustee Rogan Donelly
Trustee Mike Griffin
Trustee Oscar Horton
Trustee Lauran Monbarren
Trustee Les Muma
Trustee Nithin Palyam – Did not participate.
Trustee Shilen Patel – Participated by phone.
Trustee Rick Piccolo
Trustee Melissa Seixas
Trustee Will Weatherford

II. Student Presentation

College of Nursing student Pyper Vaughn shared her experience at USF.

Pyper Vaughn made USF her home to pursue her dream of becoming a nurse, a profession that has been part of her family for generations. After graduating, Vaughn plans to work in cardiac care and later return to USF to earn a doctoral degree. Her goal is to become a certified registered nurse anesthetist and work with a helicopter team. Pyper serves as president of the USF College of Nursing Student Council and is secretary of the women's lacrosse club.

III. President's Report

President Rhea Law reported the following:

- Transformational Budget - USF received $33 million from the legislature for remodeling- critical infrastructure

- Received $37 million for Cyber Florida to conduct a cyber-security vulnerability analysis for the State of Florida.

- Received $3 million for the USF Sarasota – Manatee Campus, for the Nursing Stem building. They also received an additional $1 million for operational funds.

- USF St. Petersburg campus received $3 million for operational support; $6.5 million for deferred maintenance and $5.5 million for Research and Innovation Funding.

- Although funding was cut, EOS Building located at USF St. Petersburg is still a priority. There are plans to present it again to the legislature during the next session.

- Commencements – There were over 6400 degrees were conferred.

- President Law recognized 3 exceptional USF graduates:

  -**Tyra Brown** received bachelor's degree in Social Work after suffering a traumatic brain injury.

  -Alexander Mercier made USF history as the first Rhode Scholar finalist for his academic achievement in Visual Arts and as a pianist.   Alexander also excelled in epidemiology research and became president of the USF Chapter of Mathematical Association of America and Russian Culture and Language Association. He was selected USF Outstanding Graduate and will pursue his Doctorate Degree in Public Health at Harvard.

  Georgina Couric is a senior pitcher on the USF Women's Softball team who set a school record with a 38th career shutout and received all four of the American Athletic Conference Pitcher of the Week Honors. The National Fast Pitch Coaches Association named her Division 1 National Pitcher of the Year; a finalist for Softball Collegiate Player of the Year. Georgina has an outstanding record of 37-5 with an earned run average of 0.51

- 3 Distinguished University Professors were recognized:

Maureen Groer - College of Nursing as well as an adjunct professor of Internal Medicine in the Morsani College of Medicine. Her microbiome focused research is aimed at studying the factors that influence the gut microbiome of Very Low Birth Weight (VLBW) infants and the relationship between microbiomes across time.

William Haley- School of Aging Studies. He is an intellectual leader having pioneered and shaped the field of family caregiving research over the past 30 years. His work is noted for being methodologically rigorous, innovative, and paradigm-shifting in addressing significant questions about the problems, issues, and coping strategies of caregivers of family members with chronic illness and disability.

Sudeep Sarkar- Has more than 25 years of experience conducting and directing fundamental and applied research in computer vision, image processing, and pattern recognition related topic. His research topics ranged from video image processing to biometrics and medical image analysis of burn scars. With series of funding from the National Science Foundation, he has made seminal algorithmic and theoretical contributions to the field computer vision, particularly in the problem of computing perceptual organization, sign language recognition, and more recently in event understanding using pattern theory.

- **Funding**
  - Kate Tiedemann, Ellen Cotton give $14 million to enhance USF Fintech program at the USF St. Petersburg campus.

  - The Bellini Center for Talent Development at the Muma College of Business is a career-development program for students and the Tampa Bay business community creating a real world corporate environment in a classroom level setting.

  -USF Giving Week was successful. There were 5000 donors and the previous record was doubled.

- The University of South Florida unveiled a new state-of-the-art research center that will deepen the connection between university innovation as well as the business community and help advance the Tampa Bay region's growing startup ecosystem. Located in the USF Research Park on the Tampa campus, the three-story, 120,000-square-foot mixed-use building features advanced laboratory facilities, as well as office and meeting spaces for new and established companies.

Update on Searches

- Christian Hardigree is the new Regional Chancellor of the USF St. Petersburg campus. She most recently served as the founding Dean of the School of Hospitality at Metropolitan State University (MSU) of Denver and will start her new role at USF on July 1, 2022.

- An announcement of Provost Ralph Wilcox's retirement. There will be an event held in his honor (TBA). College of Arts and Sciences Dean Eric Eisenberg will serve as Interim Provost.

- Rich Sobieray appointed as Senior Vice President of Financial Strategy in Administrative Services.

- Paige Geers appointed as Chief of Staff in the Office of the President

- University of South Florida Muma College of Business Dean Moez Limayem is leaving to become the new President of University of North Florida. Professor and Associate Dean for Research and Professional Programs Gert Jan De Vreede will serve as Interim Dean.

New Initiative

- New Cyber-Security Programs launched. USF has a Global and National Security Institute. This important initiative is designed to further place our faculty expertise at the forefront of helping the state of Florida address critical issues facing the nation in sectors such as defense, economic and political security, health and human security infrastructure and environmental security.

- Retired General and former Chief of U.S. Central Command Kenneth F. "Frank" McKenzie will bring extensive leadership skills and a decades-long military and International security background to lead the Global and National Security Institute and as Executive Director of Cyber Florida.

- Thanked Vice Admiral Mike McConnel for his tremendous work and contributions to the University of South Florida.

General McKenzie spoke briefly on the Global and National Security Institute and Cyber Florida. He's grateful for the opportunity and is looking forward to working with everyone.

IV. New Business – Action Items (Minutes and Consent)

FL 101 – Approval of Minutes

March 8, 2022
March 22, 2022
April 19, 2022

Having no revisions to the minutes Chair Weatherford requested a motion to approve which was given by Trustee Muma and seconded by Trustee Griffin and FL 101- March 8th, March 22nd and April 19th minutes were approved.

Consent Agenda (FL 102 – FL 115)

Governance Committee Approved Items

FL 102 – Approval of Amendments to USF Research Foundation, Inc.
        Articles of Incorporation and Bylaws
FL 103 – Approval of DSO Board Members for USF Alumni Association
FL 104 – Approval of DSO Board Members for USF Research Foundation, Inc.
FL 105 – Approval of DSO/CU Board Members for USF Financing Corporation and
        USF Property Corporation

Finance Committee Approved Items

FL 106 – Energy Savings Project and Award to Siemens
FL 107 – Authorizing Issuance of Debt for USF SM Student Housing and Student Center
        Project
FL 108 – 2022-23 Continuation Operating Budget
FL 109 – Judy Genshaft Honors College – New Philanthropic Funds Request
FL 110 – DSO 2022-23 Annual Financial Plans

- University Medical Services Assoc., Inc., USF Medical Services Support Corp. & USF Health Services Support Organization, Inc.
- USF Foundation, Inc.
- USF Research Foundation, Inc.
- USF Health Professions Conferencing Corp.
- Sun Dome, Inc.
- USF Institute of Applied Engineering
- USF Alumni Association, Inc.
- USF Financing Corp. & USF Property Corp.

FL 111 – Student Green Energy Fee

Audit & Compliance Committee Approved Items

FL 112 – 5-Year Independent Peer Review of USF Compliance and Ethics Program

ACE Committee Approved Items

FL 113 – Faculty Nominations for Tenure
FL 114 – Tenure as a Condition of Employment
FL 115 – 2022-2027 Educational Plant Survey (EPS)

Chair Weatherford - On behalf of the Governance committee, all items were thoroughly reviewed and recommended for approval.

Trustee Griffin - On behalf of the Finance Committee, all items were thoroughly reviewed and recommended for approval.

Trustee Callahan - On behalf of the Audit and Compliance Committee, all items were thoroughly reviewed and recommended for approval.

Trustee Horton on behalf of the ACE Committee, all items were thoroughly reviewed and recommended for approval.

UFF Representative

The UFF new President Steve Lang commented on the following:

- Support of the USF Sailing Team
- The new Collective Bargaining Agreement
- Citation and Journal Indexes Workshop
- Metrics and Rankings
- Recruitment and Retention Challenges

Having no revisions to the consent agenda Chair Weatherford requested a motion to approve which was given by Trustee Horton and seconded by Trustee Les Muma.

The Consent Agenda items FL 102 – FL 115 were approved.

V.   New Business – Action Items

FL 116 – USF 5-Year CIP (2023/24-2027/28)

Carole Post, Vice President for Facilities and Public Safety Operations presented the item.

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 Capital Improvement Fee Trust Fund (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 CIP.

VP Post provided a power point presentation on Capital Improvement Plan (CIP) 2023-2024 / 2027 – 2028 Five Year Plan. Which highlighted the following:

- Capital Improvement Plan Components
- Priorities Compared to Prior Year Submission
- Capital Improvement Trust Fund (CITF) Projects
- Back of Bill (BOB) Projects
- Additional Items Referenced in the Transmittal Letter
- CIP Next Steps

Trustee Piccolo made comments on the support of the Board, President, and staff as it relates to the Sarasota-Manatee Academic STEM Nursing Facility. This is a game changer for the USFSM campus.

Chair Weatherford requested a motion to approve the item, which was given by Trustee Piccolo, with a second from Trustee Muma. Item FL 116 – USF 5 -Year CIP (2023/24-2027/28) was approved.

FL 117 – Proposed Capital Renewal & Deferred Maintenance Plan/2022-23 Preliminary Fixed Capital Outlay Budget

Vice President Carole Post and Associate Vice President & Controller Jennifer Condon presented the item.

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.

The preliminary Fixed Capital Outlay budget includes state appropriated funds. The budget for USF 2022-2023 State Appropriated Fixed Capital Outlay funds is based on the 2022 Appropriation Act and is consistent with approved legislative spending authority.

A power point was provided: Capital Renewal Briefing, which highlighted the following:

- University Operations
- Summary of Capital Renewal /Deferred Maintenance
- Objectives and Goals For Use of Funds
- Summary of FY 23 Capital Renewal Priorities
- Factors Impacting 'Time to Encumber'
- Roof Asset Management Program
- Roofs - 7 Projects Across All Campuses –$5.9 M
- Implementation Plan
- Step 1: Road Map to Meet Deadlines
- Next Steps

Trustee Carrere had questions concerning time restraints, spending, and plans for future funding.

Trustee Boaz's question related to the deferred maintenance problem.

Chair Weatherford requested a motion to approve the FY 2023 Preliminary Fixed Capital Outlay Budget and authorize the President to make necessary nonmaterial adjustments to the Budget with the requirement that any material changes be approved by University Board of Trustees Executive Committee.

The motion was given by Trustee Tim Boaz and seconded by Trustee Griffin. Item FL 117 was approved.

FL 118 – HCM Implementation

VP/Chief HRO Angela Sklenka, CIO Sidney Fernandes and Senior VP Rich Sobieray presented.

In support of USF's strategic plan and cultural priorities, the university is aligning our Great Place to Work strategy, which will be accelerated by the implementation of an improved HR system by transitioning to Oracle's SaaS HR platform (HCM system).

Transitioning from disparate systems and a manual, paper-based environment requires more than a technology platform to achieve the transformation required to support the USF's lofty objectives. Aside the technical initiative, we are infusing a change management journey for overall success inclusive of our People, Process and HR Technology.

A power point was provided which highlighted the following:
- HR Framework

- Transformational HR Architecture
- HR Enablers
- Recommendation: Upgrade to Oracle HCM Solution
- Recommendation: Upgrade to Oracle HCM Solution – Estimated Coast Avoidance
- Recommendation: Upgrade to Oracle HCM Solution – Software and Implementation Cost

Trustee Muma had a question about the current software that USF has used for years.
Trustee Callahan questioned if HCM included a payroll.
Trustee Horton questioned if the HR staff could accommodate the upgraded system.

Chair Weatherford requested a motion to approve the item which was given by Trustee Horton and seconded by Trustee Seixas. Item FL 118 was approved.

FL 119 – Interim President's 2021-22 Evaluation

Chair Weatherford Presented.

Section 3.4 of the Interim Contract provides that the Interim President shall initiate the evaluation process by providing the Board Chair and Governance Committee a self-appraisal of the Interim President's performance from the August 2, 2021, to the date the permanent president is confirmed by the Board of Governors, which occurred on March 30, 2022. Under the Interim Contract, the evaluation process coincides with the appointment of the permanent president rather than the fiscal or academic year. This evaluation will review the Interim President's performance related to each of the goals and objectives determined under section 3.3 of the Interim Contract.

Section 3.3 of the Interim Contract outlines the evaluation process, which begins with a review by the Governance Committee based upon the Interim President's performance against the approved goals and objectives. To aid the Board in its performance review, the Interim President may furnish oral and written reports.

Chair Weatherford acknowledged that President Law accomplished a considerate amount of the goals during the 8th month period while serving as the Interim President. He concurs with the Governance Committee in awarding 100% of the remaining bonus to the President.

There was information included in the Trustees packets for review as it relates to the President's goals and accomplishments.

Chair Weatherford requested a motion to approve the item which was given by Trustee Callahan and seconded by Trustee Seixas. Item FL 119 was approved.

The University of South Florida's 8th President Rhea Law commended the tremendous work of the leadership, faculty and staff for the accomplishments and success at the University.

FL 120 – Student Life Center Naming Resolution

Sr. VP of Advancement and Alumni Affairs Jay Stroman presented.

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 USF. Regional Chancellor Tadlock has requested that the Student Life Center-USF St. Petersburg Campus be named the "Judy Genshaft Student Life Center" in honor of President Emerita Judy Genshaft in recognition of her significant contributions to USF, the St. Petersburg campus and the success of students on the campus. The request was endorsed by the Campus Board on May 12, 2022.

Trustee Seixas presented key highlights:

- Former BOT member and USFSP Campus Board Chair Debbie Sembler; had the idea to rename the USF St. Petersburg Student Life Center in honor of former USF President Judy Genshaft
- President Judy Genshaft secured funding for several facilities which helped to transform both USF Tampa and St. Petersburgh campuses
- There was a 50% increase in the Honors College.
- Continues to make generous contributions to USF
- President Judy Genshaft focused on student success
- The USF St. Petersburg Campus Board unanimously support the renaming of the USF St. Petersburg Student Life Center to the Judy Genshaft Student Life Center

Chair Weatherford requested a motion to approve, which was given by Trustee Seixas. The motion was seconded by Trustee Horton. Item FL 120 was approved.

FL 121 – Ratify Collective Bargaining Agreement between
USF and the United Faculty of Florida (UFF)

Senior Associate General Counsel Liz Gierbolini presented

The University reached a tentative 3-year collective bargaining agreement (CBA) with UFF, the union that represents faculty. The new CBA:

o Provides pay increases to faculty for three consecutive years beginning with a $2000.00 one-time bonus payable upon full ratification of the CBA, followed by a 3.5% base increase to all faculty with satisfactory evaluations effective August 2022, and then a 2.0% base increase to all faculty with satisfactory evaluations effective August 2023

o Ensures base salary increases are cumulative and not contingent

o Creates a 1% discretionary pool in every year of the contract to fund faculty compensation adjustments for special achievements, market equity, counter offers, and awards

o Extends the University tuition waiver program to faculty, which allows USF employees to transfer their own unused tuition waivers to their spouses, partners, or dependent children for the purpose of enrolling in eligible undergraduate courses

o Supports a clinical practice plan for nursing faculty, a first at USF

o Strengthens faculty participation in expectations for evaluation

- o Commits to study and address faculty salary equity

- o Maintains the protections and processes with which the faculty are accustomed.

The Board's Labor Committee approved the tentative agreement on April 19, 2022. The UFF ratified the tentative agreement on May 13, 2022. The tentative agreement and is now before the full Board of Trustees for ratification. The new CBA will support the University's goal of promoting and sustaining a positive working environment, provides well-deserved salary increases to faculty, and includes the discretionary authority to reward and retain faculty.

Trustee Carrere provided brief comments on behalf of the Labor Committee, and recommended ratification of the Collective Bargaining Agreement.

Trustee Boaz commended both the Labor and Bargaining Committees on their negotiations and reaching a mutual agreement.

Chair Weatherford requested a motion to approve FL 121. It was given by Trustee Carrere and seconded by Trustee Muma. The Collective Bargaining Agreement USF and UFF was approved.

VI. New Business – Informational Items

Update on USF Stadium Planning Process:

Vice President for Athletics Mike Kelly and Vice President for Advancement Jay Stroman presented the update on the on-campus stadium.

A power point was provided which highlighted the following:

- Enlarged Plan of Recommended Site
- Recommended Stadium Site - Due Diligence Summary
- USF BOT Information Update
- USF BOT Anticipated ITN Overview

Chair Weatherford made comments concerning cost process.

Trustee Horton question concerned the seating capacity.

VII. BOT Roundtable Discussion

Chair Weatherford announced the retirement of Sr. VP for Business and Finance Nick Trivunovich. Nick has worked at USF for 27 years and is a graduate. He has been an incredible leader with a humble spirit. On behalf of the Board, the Chair thanked Nick for his contributions to USF and presented him with a gift.

The Board gave recognition to Trustee member Tim Boaz. His 2-year term as a USF BOT is ending. Trustee Boaz has worked at USF for 33 years and has been an incredible advocate for the faculty and for the University. He was commended for his service to the United Faculty of Florida.

Trustee Boaz commented that it has been an honor and a gratifying experience to be part of the USF Board of Trustees. It was the highlight of his career. On behalf of the USF Community, Trustee Boaz thanked the BOT members for their service, donating their time and talents furthering the cause of this University. He thanked former Faculty Trustee Greg Teague and Faculty Senate members who served during his term and announced that Professor Jennifer Schneider from the College of Education was elected as the new President of the Faculty Senate.

Chair Weatherford presented Trustee Boaz with a gift and thanked him for his service to the Board of Trustees.

Having served as a member on the Board of Trustees for 4 1/2 years, Trustee Les Muma announced that he is stepping down on June 30, 2022. Trustee Muma was appointed by Governor Rick Scott and is USF Alumni. He is grateful for the leadership and experience during his term.

Trustee Weatherford commented that the Muma family has had a huge impact on all three USF campuses. The Chair thanked Trustee Muma for his service to the Board of Trustees and the numerous Boards in which he and his wife Pam serve on throughout USF.

President Rhea Law, Trustees Horton, Carrere, Griffin thanked Mr. and Mrs. Muma for their time, leadership, inspiration, and generosity that they have provided over the years. Trustee and Mrs. Muma were presented with gifts.

Having no further business Chair Weatherford adjourned the Board of Trustees meeting.

USF Board of Trustees

Friday, August 19, 2022
Microsoft Teams Meeting

MINUTES

Chair Weatherford called the meeting to order and thanked everyone for attending, stating that the purpose of this special board meeting was to address certain items that could not wait for the September board meeting.

Chair Weatherford asked Kiara Guzzo to call the roll:

Trustee Sandra Callahan
Trustee Michael Carrere
Trustee Rogan Donelly – did not participate
Trustee Michael Griffin
Trustee Oscar Horton – did not participate
Trustee Jenifer Jasinski Schneider
Trustee Lauran Monbarren
Trustee Nithin Palyam
Trustee Shilen Patel
Trustee Fredrick Piccolo
Trustee Melissa Seixas – did not participate
Trustee Will Weatherford

A quorum was established.

I.   New Business – Action Item

a. FL 101 – USF FY 2022-23 Operating Budget

Chair Weatherford called on Rich Sobieray to present.

Rich presented by stating that the finance committee approved the budget at the recent committee meeting. There was a slight change to the schedule 1 approved by finance committee, which was immaterially understated by under 1M.

Chair Weatherford called on Chair Griffin for any comments. On behalf of the Finance Committee, Chair Griffin recommended approval.

Chair Weatherford asked for a motion. Trustee Carrere motioned to approve the budget as submitted and was seconded by Trustee Piccolo. FL 101, the USF FY 2022-23 Operating Budget was approved.

    b. **FL 102** – Ratification of the
       GAU Collective Bargaining Agreement

Chair Weatherford called on Liz Gierbolini to present.

Liz stated that a tentative agreement is being presented, which has been ratified by the GAU and is now up for ratification by the board.

To summarize, the agreement contains the following key provisions:

- 3-year agreement
- Negotiated yearly increase for Graduate Assistants at the Masters and PhD levels
    - 10% first year
    - 5% years two and three
- Agreement to cover health insurance premiums up to maximum annualized amount.

Chair Weatherford thanked the Graduate Assistants for the critical role they play at the University.

Chair Weatherford called on Trustee Carrere for any comments on behalf of the Labor Committee.

Trustee Carrere commented on the good work of the bargaining teams and commented that competitively this will get USF caught up to our peer institutions in terms of what we offer our Graduate Assistants.

Rich Sobieray commented that this has been considered as part of the budget.

Chair Weatherford called for a motion, which was given by Trustee Carrere and seconded by Trustee Jasinski Schneider. FL 102, the GAU collective bargaining agreement was ratified by the board.

    c. **FL 103** – Naming Resolution

Chair Weatherford introduced the final agenda item by encouraging trustees to attend the event on the 24th where a very exciting announcement will be made.

Chair Weatherford called on Gerard Solis to present.

This naming resolution is being brought to the board pursuant to BOG reg. 9.005. The Board is being asked to approve the naming of an academic program.

The presentation of this agenda item consists of one slight deviation to accommodate the announcement being made next week. The name of donor and details of gift will not be shared today but have been shared with the board.
Donor information under Florida law is confidential and until formal announcement on the 24th, will not be shared.

Chair Weatherford asked for a motion which was given by Trustee Piccolo and was seconded by Trustee Patel. FL 103, Naming Resolution was approved.

Having no further business, Chair Weatherford adjourned the meeting.

Agenda Item: FL 102.a.

USF Board of Trustees
September 6, 2022

Issue: Direct Support Organization (DSO) submission of new, renewed and ex-officio USF Foundation Board of Directors for terms starting July 1, 2022 or upon approval by the USF Board of Trustees.

Proposed action: Review and approval of the new, renewal, emeritus and ex-officio USF Foundation Board of Directors for terms starting July 1, 2022 or upon approval by the USF Board of Trustees.

_____

Executive Summary:

The following have been selected in accordance with the Foundation's bylaws and are now being presented to the USF Board of Trustees' Governance Committee for consideration and approval:

<u>**NEW MEMBERS**</u>

- **Sam Barrington,** '12, Vice President, Sky Limit Equipment, LLC. and Sports Analyst for the Vinik Sports Group

- **Laura Crouch,** '94, Vice President of External Affairs and Economic Development, Tampa Electric and Peoples Gas

- **Stephanie Goforth**, '82, is currently the Executive Vice President, Global Head of Sales and Marketing for Northern Trust

- **Andy Hafer,** '84, '88, '90, Founder and CEO of Dynamic Communities and Director of DCE Productions

- **Grace Maseda,** '14, Vice President of Marketing and Communication, Helios Education Foundation

- **Anthony Umholtz,** '99, Senior Vice President, Mortgage Banking at First Horizon

TERM RENEWALS

- **Brad Bernstein,**'84, Managing Partner for Monroe Capital

- **Sam Bell**, Retired attorney, lobbyist and legislator

- **Joie Chitwood,** '95, Vice President of Corporate Development at Arnold Palmer Group

- **Donna Longhouse,** '84, Attorney and Shareholder, Allen Dell P.A.

- **Bill Mariotti,** '15, President and Chief Executive Officer of Bill Mariotti Site Development Company Inc.

- **Panos Vasiloudes,** President and Chief Executive Officer at Academic Alliance in Dermatology Inc.

EMERITUS COMMITTEE

- **Les Muma,**'66, Philanthropist and Retired Financial Services Technology Executive

EX-OFFICIO APPOINTMENTS

- Rhea F. Law, President
- Eric M. Eisenberg, Ph.D., Interim Provost
- Richard Sobieray, Senior Vice President, Financial Strategy
- Christian Hardigree, J.D., Regional Chancellor, USF St. Petersburg
- Braulio Colon, Chair, USF Alumni Association Board of Directors

Financial Impact: None.

_____

Strategic Goal(s) Item Supports:
BOT Committee Review Date: August 23, 2022
Supporting Documentation Online (*please circle*): Yes   No
Prepared by: Pam Prado, Chief of Staff and Director of Board Relations

University Board of Trustee Approval
2022 – 2023 USF Foundation Board of Directors

USF Foundation
UNIVERSITY of SOUTH FLORIDA

NEW MEMBER SLATE

- **Sam Barrington,** '12, Vice President, Sky Limit Equipment, LLC. In addition to his professional career in equipment rental and commercial and residential construction, Sam is a former USF Football student-athlete and sports analyst for the Vinik Sports Group. Following graduation, Sam was drafted by the Green Bay Packers and spent four years in the NFL with four different organizations. He was the Packers nominee for the 2015 Walter Payton NFL Man of the Year Award and a recipient of the USF Alumni Association Outstanding Young Alumni Award in 2021.

- **Laura Crouch,** '94, Vice President of External Affairs and Economic Development, Tampa Electric and Peoples Gas. Laura has held several positions including Director of Local Government, Community Relations, and Economic Development with Tampa Electric and Peoples Gas and Manager of Energy Policy – Business Strategy, Policy and Analysis with TECO Energy. Laura is an active member of the USF College of Engineering Advisory Board. Other board service includes Florida Chamber, the Greater Tampa Chamber of Commerce, and the Visit Tampa Bay Advisory Board.

- **Stephanie Goforth**, '82, is currently the Executive Vice President, Global Head of Sales and Marketing for Northern Trust and has held numerous roles throughout her seventeen-year tenure with the company. Prior to Northern Trust, Stephanie held positions with Bank of America, SunTrust Bank and First Florida Bank. Stephanie's service to USF includes two stints on the USF Board of Trustees and current member of the St. Petersburg Campus Board. She is a life member of the USF Alumni Association and supports Women in Leadership and Philanthropy and St. Petersburg Town and Gown.

- **Andy Hafer,** '84, '88, '90 Andy has earned three degrees from USF including an A.A., a B.S. Electrical Engineering and M.B.A. He is the Founder and CEO of Dynamic Communities and Director of DCE Productions. His community interests include Villages of Hope Haiti, PRIDE Enterprises, and Cornerstone Community Group Homes. Andy is a former member of the USF Entrepreneurship Center Board and the Bulls Club Board, a current member of the Muma College of Business Dean's Executive Advisory Board, and a life member of the USF Alumni Association. He is also a recipient of both the FAST 56 and 1996 Alumnus of the Year Award.

- **Grace Maseda,** '14, Vice President of Marketing and Communication, Helios Education Foundation. Prior to Helios, Grace served as department manager for Strategic Initiatives Communications and Marketing for Hillsborough County Public Schools. Her community activities include City of Tampa Mayor's Hispanic Advisory Council, LEAP Tampa Bay, and Girls Scouts of West Central Florida. Grace's service to USF includes the Latin Community Advisory Committee.

Revised 7-14-22

- **Anthony Umholtz,** '99, Senior Vice President, Mortgage Banking at First Horizon. Tony was a member of USF's first football team and played professionally with the Tennessee Titans, New York Giants, and New England Patriots. As a USF student-athlete, Tony was recognized with both AP All-American and Academic honors. He is a current member of the Salvation Army Board of Directors and past member of the USF Alumni Association Board of Directors.

TERM RENEWAL CANDIDATES

- **Brad Bernstein,** '84, Muma College of Business. Brad resides in Chicago, Illinois and is Managing Partner for Monroe Capital. He has been an active member of the Foundation Board since July 2019, serving on the board's Investment Committee. In addition to his service on the Foundation Board, Brad serves on the Muma College of Business Dean's Advisory Council, supports the Muma College of Business and is a life-member of the Alumni Association.

- **Sam Bell**, Sam is a former member of the Florida House of Representatives where he served as Majority Leader and Chairman of the Rules, Commerce, and Appropriations Committees. In addition, Sam served as a senior attorney at Buchanan and as President of the Florida Public Health Foundation. He has been an active member of the Foundation Board since July 2019, serving on the board's Development and Executive Committees. In addition to his service on the Foundation Board, he previously served on the WUSF Partner and CoPH Advisory Boards. Sam received the class of '56 award and was awarded an honorary degree from USF.

- **Joie Chitwood,** '95, Muma College of Business. Joie is the Vice President of Corporate Development at Arnold Palmer Group, and he previously served as Executive Vice President and Chief Operating Officer for the International Speedway Corporation and President and Chief Operating Officer at Indianapolis Motor Speedway. He has been an active member of the Foundation Board since 2016, serving on the board's Development Committee. Joie is a life member of the Alumni Association and a recipient of the Alumni Association Distinguished Alumnus Award.

- **Donna Longhouse,** '84, College of Arts and Sciences. Donna is an attorney and shareholder at Allen Dell P.A., practicing exclusively in the areas of tax law, trusts, and estates. Prior to joining Allen Dell, she was an attorney and shareholder at Fowler White Boggs P.A. of Tampa, FL. She has been an active member of the Foundation Board since 2016, serving on the board's Investment and Nominating and Board Development Committees. In addition to her service on the Foundation Board, Donna is a 2016 alumna of Leadership Tampa Bay, former chairman of the Community Foundation of Tampa Bay Board of Trustees, and former board member of The Florida Orchestra. Donna supports the USF College of Arts and Sciences and Athletics.

- **Bill Mariotti,** '15, Muma College of Business. Bill is the President and Chief Executive Officer of Bill Mariotti Site Development Company Inc., a full-service contracting company. He has been an active member of the Foundation Board since 2019, serving on the board's Audit and Finance Committees. In addition to his service on the Foundation Board, he is a current member of both the Alumni Association Board of Directors and USF Sarasota-Manatee Campus Board. Bill is a past recipient of the Alumni FAST 56 Award and a significant donor to USF.

- **Panos Vasiloudes,** Panos is a dermatologist, pediatrician, and President and Chief Executive Officer at Academic Alliance in Dermatology Inc. He has been an active member of the

Revised 7-14-22

Foundation Board since 2019, serving on the Board's Development Committee. In addition to his service on the Foundation Board, he served on the HSC Campaign Cabinet Committee and has served at the University of South Florida as an affiliate clinical assistant professor of pediatrics in the Department of Pediatrics since 2003 and in the Department of Dermatology since 2007. Dr. Vasiloudes and his wife have been major gift donors to USF Health since 2004.

EMERITUS COMMITTEE CANDIDATE

- **Les Muma,**'66, College of Arts and Sciences. During his tenure on the Foundation Board, Les served fifteen years, including two-terms as both Chair of the board and the USF Unstoppable Campaign. He is a former University Trustee, a current member of the Muma College of Business Dean's Advisory Board, an Alumni Association Distinguished Alumnus Award honoree and a life member of the Alumni Association. Les along with his wife Pam are significant supporters with twenty-five years of consecutive giving across USF.

EX-OFFICIO APPOINTMENTS (BY VIRTUE OF POSITION HELD)

- Rhea F. Law, President
- Eric M. Eisenberg, Ph.D., Interim Provost
- Richard Sobieray, Senior Vice President, Financial Strategy
- Christian Hardigree, J.D., Regional Chancellor, USF St. Petersburg
- Braulio Colon, Chair, USF Alumni Association Board of Directors

Revised 7-14-22

Agenda Item: FL 102.b.

USF Board of Trustees
September 6, 2022

Issue: USF Institute of Applied Engineering (IAE) Board Members

_____

Proposed action: Approve Appointment of IAE Board Members

_____

Executive Summary:

Per Florida Statute Section 1004.28 and USF Regulation 13.002, the USF Board of Trustees must approve members of Direct Support Organizations' Boards of Directors. Pending final approval from the USF IAE Board of Directors at its meeting in October, USF IAE requests the USF Board of Trustees approve the appointments of Kenneth F. McKenzie, Jr. and Richard Sobieray to its Board of Directors.

Mr. McKenzie is the Executive Director of USF's newly created Global and National Security Institute, an initiative designed to further place the state of Florida at the forefront of addressing critical issues facing the nation in sectors such as defense, economic and political security, health and human security and infrastructure and environmental security. Mr. McKenzie is a retired United States Marine Corps General and former chief of U.S. Central Command and brings extensive leadership skills and a decades-long military and international security background to his current position.

In April 2022 Mr. Sobieray was appointed as the USF Senior Vice President for Financial Strategy (CFO) and Administrative Services. Mr. Sobieray is responsible for providing strategic leadership in finance and operations across USF's three campuses and USF Health. This includes working with USF's academic and administrative leadership and stakeholders to design a new value driven university-wide budget allocation model that builds on the diverse, equitable and inclusive culture at USF, including shared costs for shared services among campuses, F&A distribution, and a transparent reporting system. He serves as a primary resource and liaison to the USF Board of Trustees on financial and operational matters.

Upon final approval by both the USF Board of Trustees and USF IAE Board of Directors, Mr. McKenzie and Mr. Sobieray are eligible for appointment ending October 2025.

Financial Impact: N/A

_____

Strategic Goal(s) Item Supports: All
BOT Committee Review Date: August 23, 2022
Supporting Documentation Online (*please circle*):   Yes   No
Prepared by: Eric Forsyth, IAE Executive Director for Enterprise Operations

Kenneth F. McKenzie, Jr.
General USMC, Retired

Kenneth F. McKenzie, Jr. is the Executive Director of USF's newly created Global and National Security Institute, an initiative designed to further place the state of Florida at the forefront of addressing critical issues facing the nation in sectors such as defense, economic and political security, health and human security and infrastructure and environmental security.

Mr. McKenzie, Jr. is a retired United States Marine Corps general and former chief of U.S. Central Command, and brings extensive leadership skills and a decades-long military and international security background to his current position.

A native of Birmingham, Alabama, upon graduation from The Citadel in 1979, Gen McKenzie was commissioned into the Marine Corps and trained as an infantry officer.

He has commanded at the platoon, company, battalion, Marine Expeditionary Unit (MEU), and component levels. As a LtCol, he commanded First Battalion, Sixth Marines. As the Commanding Officer of the 22d MEU (SOC), he led the MEU on combat deployments to Afghanistan in 2004 and Iraq in 2005-06. In 2006-07 he served as the Military Secretary to the 33rd and 34th Commandants of the Marine Corps.

In July 2007, upon promotion to BGen, he served on the Joint Staff as a Deputy Director of Operations within the National Military Command Center. In June 2008, he was selected by the Chairman of the Joint Chiefs of Staff to be the Director of the Chairman's New Administration Transition Team (CNATT). In this capacity, he coordinated the efforts of the Joint Staff and the combatant commands in preparing for and executing a wartime transition of administrations.

In June 2009, he reported to the International Security Assistance Force (ISAF) in Kabul, Afghanistan to serve as the Deputy to the Deputy Chief of Staff (DCOS) for Stability. Upon his return from Afghanistan, in July 2010 he was assigned as the Director, Strategy, Plans, and Policy (J-5) for the U.S. Central Command. In August 2012, he reported to Headquarters Marine Corps to serve as the Marine Corps Representative to the Quadrennial Defense Review. In June 2014, he was promoted to LtGen and assumed command of U.S. Marine Corps Forces, Central Command. In October 2015, he was assigned to the Joint Staff to serve as the Director, J-5, Strategic Plans and Policy, Joint Staff. In July 2017, he was named the Director, Joint Staff. Gen McKenzie was promoted to his current rank and assumed command of U.S. Central Command in March 2019.

Gen McKenzie is an honors graduate of the Armor Officer Advanced Course, Marine Corps Command and Staff College, and the School of Advanced Warfighting. He was selected as a CMC Fellow in 1999, and served as a Senior Military Fellow within the Institute for National Strategic Studies at the National Defense University. He has a Masters in Teaching with a concentration in History.

Richard Sobieray

In April 2022 Richard Sobieray was appointed as the USF Senior Vice President for Financial Strategy (CFO) and Administrative Services. Mr. Sobieray is responsible for providing strategic leadership in finance and operations across USF's three campuses and USF Health. This includes working with USF's academic and administrative leadership and stakeholders to design a new value driven university-wide budget allocation model that builds on the diverse, equitable and inclusive culture at USF, including shared costs for shared services among campuses, F&A distribution, and a transparent reporting system. He serves as a primary resource and liaison to the USF Board of Trustees on financial and operational matters.

Prior to his current position, Rich joined USF Health in December 2014 to the lead the USF Physicians Group, the faculty practice plan for USF Health Morsani College of Medicine and its $260 million annual budget. He ultimately served as Senior Associate Vice President and Chief Financial Officer for all of USF Health as well as the Vice Dean for Business and Finance for the Morsani College of Medicine, including the practice plan, managing a budget exceeding $850 million.

During his leadership of the USF Physicians Group, he led the financial and operational turnaround of the faculty practice plan. As a result, the practice plan is not only financially stable but is providing top quality care, including improving patient experience. Today, in addition to continue to oversee the finances of the practice plan and now all of all of USF Health, he works with the University leadership on the financing of the new USF Health Morsani College of Medicine building in downtown Tampa and the USF consolidation efforts.

Prior to joining USF Health, Rich was with the Ohio State University Wexner Center as Associate Vice President and Executive Director of OSU Physicians, Inc., the faculty practice plan for the University and Assistant Dean of Clinical Affairs for the Ohio State University College of Medicine. There he led the formation of the faculty practice plan, integrating almost 90 different subspecialty medical groups under a common umbrella. The new faculty practice plan had an annual budget approaching $700 million.

27

Rich was also a manager at Blue & Co., LLC, a leading regional accounting and consulting firm in the Midwest, where he worked with hospitals and medical groups.

He received his Master's degrees in Health Administration and Allied Health Education from Indiana University and completed the Executive Leadership Program at Northwestern University's Kellogg School of Management.

Agenda Item: FL 102.c.

USF Board of Trustees
September 6, 2022

Issue: Direct Support Organization (DSO) Board of Directors

_____

Proposed Action: Approve Changes to University Medical Service Association, Inc. ("UMSA") Board of Directors

_____

Executive Summary:

As set forth in Florida Statute Section 1004.28, USF Regulation 13.002, and the UMSA Corporate By-Laws, the USF Board of Trustees must approve appointment of certain members of the UMSA Board of Directors.

Ex-Officio **Member of UMSA Board of Directors**:

1. Recognize **Leigh Ann Drexler** as an Ex-Officio Member by virtue of her position as Interim Chief Financial Officer, USF Health (Chief Operating Officer in UMSA By-Laws – Article IV.2.F)

Elected Members of UMSA Board of Directors for FY2023[i]:

2. Add **James Grichnik, M.D. Professor and Chair of Dermatology,** as a Director representing the *Procedural Chairs* [(ii)] according to UMSA Bylaws (IV.2.G.i) with a term ending in October 2025.

3. Add **Patricia Emmanuel, M.D., Professor and Chair of Pediatrics**, as a Director representing the *Cognitive Chairs* [(i)] according to UMSA Bylaws (IV.2.G.i) with a term ending October 2025.

Financial Impact: No financial impact

_____

Strategic Goal(s) Item Supports:
BOT Committee Review Date: August 23, 2022
Supporting Documentation Online (*please circle*): Yes   (No)
Prepared by: Robert Pelaia, Deputy General Counsel

---

[i] Elected Directors are clinical chairs elected by formal ballot from like departments:

29

(i) <u>Cognitive Departments</u>: Internal Medicine, Neurology, Pediatrics, Psychiatry
(ii) <u>Procedural Departments</u>: Dermatology, Ophthalmology, Pathology, Physical Therapy, Radiation Oncology, Radiology
(iii) <u>Primary Care Department</u>: Family Medicine
(iv) <u>Surgical Departments</u>: Ob/Gyn, Orthopaedic Surgery, Otolaryngology-ENT; Neurosurgery, Plastic Surgery, Surgery, Urology

Each Elected Director serves a term of three years. To assure continuity of the UMSA Board, elections are staggered.

Agenda Item: FL 102.d.

USF Board of Trustees
September 6, 2022

Issue: Direct Support Organization (DSO) Board of Directors

_____

Proposed Action: Approve Changes to USF Medical Services Support Corporation ("MSSC") Board of Directors

_____

Executive Summary:

As set forth in Florida Statute Section 1004.28, USF Regulation 13.002, and the MSSC Corporate By-Laws, the USF Board of Trustees must approve appointment of certain members of the MSSC Board of Directors.

Ex-Officio **Member of MSSC Board of Directors**:

1. Recognize **Leigh Ann Drexler** as an Ex-Officio Member by virtue of her position as Interim Chief Financial Officer, USF Health (Chief Operating Officer in MSSC By-Laws – Article IV.2.F)

Elected Members of MSSC Board of Directors for FY2023[i]:

2. Add **James Grichnik, M.D. Professor and Chair of Dermatology,** as a Director representing the *Procedural Chairs* [(ii)] according to MSSC Bylaws (IV.2.G.i) with a term ending in October 2025.

3. Add **Patricia Emmanuel, M.D., Professor and Chair of Pediatrics**, as a Director representing the *Cognitive Chairs* [(i)] according to MSSC Bylaws (IV.2.G.i) with a term ending October 2025.

Financial Impact: No financial impact

_____

Strategic Goal(s) Item Supports:
BOT Committee Review Date: August 23, 2022
Supporting Documentation Online (*please circle*): Yes   (No)
Prepared by: Robert Pelaia, Deputy General Counsel

---

[i] Elected Directors are clinical chairs elected by formal ballot from like departments:

(i) <u>Cognitive Departments</u>: Internal Medicine, Neurology, Pediatrics, Psychiatry

(ii) <u>Procedural Departments</u>: Dermatology, Ophthalmology, Pathology, Physical Therapy, Radiation Oncology, Radiology

(iii) <u>Primary Care Department</u>: Family Medicine

(iv) <u>Surgical Departments</u>: Ob/Gyn, Orthopaedic Surgery, Otolaryngology-ENT; Neurosurgery, Plastic Surgery, Surgery, Urology

Each Elected Director serves a term of three years. To assure continuity of the MSSC Board, elections are staggered.

Agenda Item: FL 102.e.

USF Board of Trustees
September 6, 2022

Issue: Adding new members to the USF Health Professions Conferencing Corporation ("HPCC") Board of Directors

Proposed action:
HPCC is a Direct Support Organization of the University of South Florida that is responsible for the management and operation of the USF Health Center for Advanced Medical Learning and Simulation ("CAMLS") and is the organizational unit designated to provide administrative oversight and program coordination for CAMLS.   The Senior Vice President of USF Health seeks approval of the addition of four (4) new members to the HPCC Board of Directors

Executive Summary:
Per Section 3.4 of the HPCC bylaws, the HPCC Board of Directors shall consist of at least five but no more than nine directors. After a careful review of potential candidates, the Chair for the HPCC Board of Directors together with the Chief Executive Officer for HPCC have recommended to the Senior Vice President for USF Health that the following individuals be appointed to the HPCC Board of Directors:

- Linda Olson - President/CEO, Tampa Bay Wave
- Lynda Remund – President/CEO, Tampa Downtown Partnership
- Mark Taylor - Director of the Lynn Pippenger School of Accountancy at USF Muma College of Business
- Hal Mullis – President Emeritus, Trenam Law

Financial Impact: None

_____

Strategic Goal(s) Item Supports:
BOT Committee Review Date: August 23, 2022
Supporting Documentation Online (*please circle*):   Yes   No
Prepared by: Dr. Haru Okuda

Agenda Item: FL 102.f.

USF Board of Trustees
September 6, 2022

Issue: Sun Dome Inc. Board of Directors

_____

Proposed action: Approve replacement candidates to the Sun Dome Inc. Board of Directors.

_____

Executive Summary:

Pursuant to Florida Statute Section 1004.28 and USF System Regulation 13.002, the USF Board of Trustees must approve members of Direct Support Organizations' Boards of Directors.

Sun Dome Inc. is seeking approval to replace an appointed position on its Board to run concurrent with the existing term of service concluding June 30, 2023:

- Appointed Members
    - Nick Trivunovich, USF Vice President for Business and Finance and CFO
        - Serves as Designee for USF President
        - Retired from the University of South Florida Effective 6/30/22
- Proposed Replacement
    - Jennifer Condon, USF Vice President and Deputy CFO
        - Will serve in the same capacity as predecessor
        - Promoted to position effective 7/1/22

Financial Impact: N/A

_____

Strategic Goal(s) Item Supports:
BOT Committee Review Date: August 23, 2022
Supporting Documentation Online (*please circle*):   Yes   **No**
Prepared by: Ashley Leko, Sr. Associate AD

Ashley Leko

From:	Business & Finance Communications <FinanceComm@USF.EDU>
Sent:	Monday, July 18, 2022 4:43 PM
To:	USF_COMMUNICATION_FOR_EMPLOYEES@LISTSERV.USF.EDU
Subject:	Important personnel update from the Office of Business and Finance

UNIVERSITY of SOUTH FLORIDA

Dear USF community,

I would like to share with you some important personnel news from the Office of Business and Finance. I'm pleased to announce that effective July 1, Jennifer Condon has been promoted to vice president, deputy CFO and controller at USF, with direct responsibility for Resource Management and Analysis, Housing and the Controller's Office.

Jennifer is a CPA, certified in the State of Connecticut. She has a Bachelor of Science degree from Clarkson University with a double major in accounting and finance and a concentration in technical communication.

After a few years in public accounting, Jennifer found her professional home in educational administration. She spent seven years at Yale University before relocating to Florida in 2006 to become associate controller for research financial management at USF.

Over the course of the last 16 years, Jennifer has progressively increased her span of responsibility with promotions to deputy controller and then to controller, where she has spent the last nine years elevating the central financial business processes of USF, in line with best practices.

Jennifer will continue to play a critical role in the university's budget practices, especially as we develop a new transparent and sustainable budget model to support USF's strategic goals.

Please join me in congratulating Jennifer!

Rich Sobieray
Senior Vice President for Financial Strategy and Administrative Services and Chief Financial Officer

1

Jennifer Condon, CPA

615 Whisper Woods Drive, Lakeland, Florida 33813
jcondon@usf.edu

SUMMARY OF QUALIFICATIONS

Results oriented and conscientious professional with a solid reputation for managing competing priorities, leadership, team building, organization, critical thinking, negotiation and a strong dedication to train and develop staff to achieve professional growth.

PROFESSIONAL EXPERIENCE

UNIVERSITY OF SOUTH FLORIDA – Tampa, FL   **August 2006 - Present**

Vice President, Deputy CFO and Controller

Reporting to the Senior Vice President for Financial Strategy and Administrative Services, provide direction and oversight for the Contoller's Office, Resource Management and Analysis and Housing.

- Effectively provide accounting, budget and operational support to the university while focusing on the mission to safeguard university assets and maintain compliance with Federal and State regulatory guidelines.
- President's designated member for USF Alumni Association Board of Directors.
- Member of USF Sun Dome Board of Directors
- Member of USF Research Foundation Board of Director Finance and Audit Committee.
- Member of Into USF Board of Directors.

Associate Vice President and Controller

Reporting to the Vice President for Business and Finance, provide direction and oversight for approximately 130 permanent and 20 temporary employees in six distinct divisions of the Controller's Office; Accounting and Reporting Services, Payment Services, Payroll and Tax Advisory Services, Procurement Services, Student Financial Services and the Office of Supplier Diversity.

- Spearheaded accelerated production of university audited financial reports.
- Coordinated university response to all periodic audits performed by Florida State Auditor General's Office with significant reduction in recommendations issued.
- Successfully implemented multi-year backlog of open internal audit recommendations.
- Member of the Inter-institutional Committee on Finance and Accounting, an organization consisting of all Florida University Controllers.

Assistant Dean and Director, USF Health Morsani College of Medicine (COM)

Managed all financial operations, with an annual budget exceeding $300 million, to fulfill the educational, research and clinical missions of the COM.

- Completed Annual Financial Questionnaire on Medical School Financing, incorporating data from Direct Support Organizations and major COM affiliates.
- Transitioned "House Staff" billing process to PeopleSoft Accounts Receivable Module which resulted in full accrual accounting for approximately $60 million of annual invoicing for USF.
- Initiated project to enhance transparency of accounting within the college through appropriate use of account codes as well as direct charging to distinct fund and department source combinations (i.e. tuition, Federal Work Study, House Staff, etc.).
- Developed comprehensive quarterly management financial reports for COM.

Deputy Controller, Controller's Office

Directed three operating units; General Accounting, Reporting and Technology Services, and Research Financial Management.

- Managed 46 staff members in various operational roles.
- Received USF Partner Awards from Department of Child and Family Studies and The Research Administration Improvement Network (TRAIN).
- Participated in the successful delivery of audited financial statements for the USF System and Regional Campuses which were due on an accelerated time table.

Jennifer Condon, CPA

615 Whisper Woods Drive, Lakeland, Florida 33813
jcondon@usf.edu

- Focusing on cross-unit collaboration, relocated General Accounting and Reporting and Technology Services to shared workspace with Research Financial Management.
- Spearheaded project to accelerate the monthly fiscal closing for the University.

Associate Controller, Research Financial Management

In compliance with regulatory requirements, planned, organized, and managed fiscal functions for over $200 million per annum in sponsored research awards for the University.
- Received 2009 USF Outstanding Staff Award.
- Recruited all management positions to build a better qualified and higher performing team. Established unit as area of expertise for financial research administration.
- Re-organized department to align workforce by function and sponsor yielding more streamlined and effective business processes.
- Implemented and closed backlog of prior internal and external audit recommendations and significantly reduced findings for annual federal audit. (1 finding issued per year).
- Collaborated with Director of Division of Sponsored Research to create an atmosphere of partnership resulting in improved customer service for USF research community.
- Appointed to Institutional Compliance and Ethics Council by University President and University Provost.

YALE UNIVERSITY - New Haven, CT   March 1999 – July 2006

Administrator; Molecular, Cellular, and Developmental Biology

Responsible for financial, administrative, human resource, facility planning and operational management for approximately 70 faculty, 65 staff, 90 postdoctoral associates and 135 graduate students.
- Managed 27 staff members in varied administrative support roles. Reorganized business support functions with focus on cross training to improve overall customer service levels and eliminate single points of failure caused by staff absences.
- Created mirrored financial support teams for sponsored award fiscal management in accordance with University policies and procedures and federal regulations. (Research direct expenditures approximated $18 million per annum on 130 sponsored awards.)
- Developed, implemented and managed a staff performance development program.
- Appointed to several University process improvement committees for procurement and financial management. Based on reputation for fairness and objectivity, selected by University President for Managerial and Professional Staff Grievance Panel.

Administrator; Yale School of Medicine (YSM)

Administered all financial, operational, and information systems for over 50 fiscal units.
- Supervised 6 administrators with varying levels of business office staffing.
- Developed and monitored fiscal budgets with a combined value of approximately $40 million and managed all human resource activities for over 400 employees. Ensured budgetary compliance through regular review of accounts and comprehensive, timely reporting to unit directors.
- Spearheaded the development of short and long-term business plans for all 50 units.
- Efficiently optimized functioning of business activities and pricing/recovery structures for units within department in compliance with Federal and University costing policies and procedures.

Assistant Controller; Yale School of Medicine (YSM)

In partnership with the University Controller's Office, provided accounting support, financial reporting, monitoring, and analysis as well as internal control guidance to YSM users.
- Managed the development, presentation and completion of internal financial statements.
- Developed matrix for YSM indirect cost, administrative assessment, and fringe benefit recoveries.
- Provided valuation, accounting, and reporting for all YSM accounts receivable.
- Performed accounting for YSM related entities and affiliations. Prepared quarterly reporting package on operating activity for senior management.
- Assisted in the planning, development and implementation of YSM policies and procedures and interacted with department administrators to resolve accounting issues.

Jennifer Condon, CPA
615 Whisper Woods Drive, Lakeland, Florida 33813
jcondon@usf.edu

UTC PRATT & WHITNEY - *Financial Analyst*	February 1998 – March 1999
McGLADREY & PULLEN, LLP – *In-Charge Auditor*	August 1996 – February 1998
McGLADREY & PULLEN, LLP – *Staff Auditor*	September 1993 – November 1994
ERNST & YOUNG, LLP – *Staff Auditor*	September 1992 – September 1993

EDUCATION

CLARKSON UNIVERSITY **-** Potsdam, NY
Bachelor of Science Degree – Magna cum Laude
Double Major: Accounting & Finance   Minor: Business Communications

TECHNICAL KNOWLEDGE and CERTIFICATIONS

* Certified Public Accountant, State of Connecticut
* Generally Accepted Accounting Principles / Governmental Accounting Standards Board
* Microsoft Office Suite * Oracle PeopleSoft
* State of Florida and Federal Regulations for university lines of business
       * Contract and Grant
       * General Revenue and Related Restrictions
       * Payroll & Tax
       * Procurement & Property Management
       * Student

Agenda Item: FL 103

USF Board of Trustees
September 6, 2022

Issue: 2023-24 USF Legislative Budget Request

_____

Proposed action:

1. To approve the 2023-2024 Legislative Budget Request (LBR) for $50,000,000 per BOG Request

2. Authorize the President (or their designee), in consultation with the Board Chair, to make necessary adjustments to the Legislative Budget Request.

_____

Executive Summary:

Pursuant to section 7, Article 9 of the Florida Constitution, the Board of Governors (BOG) "…shall operate, regulate, control, and be fully responsible for the management of the whole university system." Included within this responsibility is the development of a Legislative Budget Request (LBR). In addition, Section 216.023(1), Florida Statutes, requires the submission of an LBR to the Legislature and Governor based on an independent judgment of needs.

This updated LBR remains specific to advancing the academic excellence and national stature of USF, the SUS and the State of Florida. USF is requesting a recurring investment of new state dollars beginning in FY 2023-24. By accelerating USF's trajectory, this investment will create economic advantages for the State of Florida by providing numerous positive benefits for current and future USF students and faculty, for the SUS and for the State of Florida as a whole. With USF's momentum, the impact of additional state resources of $50 million recurring represents an opportunity for the state to further support one of the most promising institutions, and the fastest-rising public university, in the nation.

Financial Impact: $50,000,000

_____

Strategic Goal(s) Item Supports: **Goal 5: A strong, sustainable, and adaptable financial base**
BOT Committee Review Date: **Finance Committee - August 16, 2022**
Supporting Documentation Online (*please circle*):   (Yes)   **No**
Prepared by: **Eric Eisenberg, Provost**

State University System
Education and General
2023-2024 Legislative Budget Request
Form I

University(s):	University of South Florida
Request Title:	Preeminence / National Ranking
Date Request Approved by University Board of Trustees:	Pending Approval at the USF Board of Trustees Meeting on September 6, 2022
Recurring Funds Requested:	$50,000,000
Non-Recurring Funds Requested:	
Total Funds Requested:	$50,000,000
Please check the request type below:	
Shared Services/System-Wide Request	☐
Unique Request	☒

I. Purpose –

The University of South Florida (USF) wishes to express its overwhelming gratitude once again to Gov. Ron DeSantis and the Florida Legislature – under the leadership of Speaker Chris Sprowls and Senate President Wilton Simpson – for their historic investment of state funds in our institution in FY 2022-23.

To capitalize on the momentum of that robust initial investment, the unparalleled upward trajectory of both USF and the State University System of Florida (SUS), and to achieve USF's goal of reaching the Top 25 public universities in America, the USF Board of Trustees is requesting an additional $50 million recurring increased investment in USF through the Preeminence/National Ranking program beginning in FY 2023-24.

These funds will be utilized to implement the university's new _In Pursuit of Excellence_ Strategic Plan for 2022-2027. The plan was adopted by the USF Board of Trustees on December 7, 2021,[1] and approved by the Board of Governors on January 26, 2022.[2] This proposed investment will provide the recurring resources necessary to accelerate USF's Strategic Plan goal of ascending into the Top 25 National Public Universities, as measured by _U.S. News & World Report_ (_USN&WR_), and position USF for eligibility into the prestigious Association of American Universities (AAU).

If this new investment is fully funded and coupled with additional state and philanthropic resources going forward, USF is projected to reach the Top 25

---

[1] https://usf.app.box.com/v/20211207-bot-agenda.
[2] https://www.flbog.edu/session/board-of-governors-regular-meeting-2lx2w7ly/.

public universities by the conclusion of the *In Pursuit of Excellence* Strategic Plan in 2027.

The *In Pursuit of Excellence* plan outlines seven approved "strategic areas of focus" for USF to excel in, which will drive the university's ascent into the Top 25. The seven focus areas are (in alphabetical order):

1) Analytics and Data Science: Integrating USF Digitally;
2) Biology by Design;
3) Design, Arts, and Performance;
4) Global and National Security;
5) Health, Society and Biomedical Science;
6) Social Justice and Human Rights; and
7) Sustainability, Environmental, and Oceanographic Sciences.

In Pursuit of Excellence further outlines five specific goals that USF intends to achieve throughout the lifespan of the plan, with objective measures of success defined for each goal. The plan, along with each measurable goal, is available for the public to view anytime here, and ongoing progress towards achieving the plan goals will be periodically updated there as well. For brevity, below is a brief sample of some of the more relevant "measures of success" into which USF will invest these new funds.

To demonstrate how closely aligned our institutional measures of success are with our Top 25 ranking aspirations, any measures of success pulled directly from the USF Strategic Plan that are also specific *USN&WR* rankings metrics are noted below in **underlined green font**.

1) **Goal 1: Student success at USF and beyond**
   - *Example measures of success from the USF Strategic Plan:* **Improved incoming student profile**, **retention rates**, APR, and **graduation rates**; **reduced student debt**; strengthened national rankings; **reduced student-to-faculty ratio and class size**; improved post-graduation outcomes for bachelor's graduates; and enhanced licensure exam passage rates.

2) **Goal 2: Faculty excellence in research and innovation**
   - *Example measures of success from the USF Strategic Plan:* Increased R&D expenditures; **increased proportion of fulltime faculty**; **increased proportion of faculty with the highest degree in their field**; and improved citation impact and faculty awards.

3) **Goal 3: Partnerships and engagement with local, national, and global impact**
   - *Example measures of success from the USF Strategic Plan:* Increased startup companies; growth in licenses and options; increased patents awarded; increased Fulbright Scholars; and expanded

      opportunities with businesses, non-profit organizations, and government agencies.

4) **Goal 4: A diverse and inclusive community for learning and discovery**
   - *Example measures of success from the USF Strategic Plan:* **Enhanced diverse student enrollment and degree production**; increased diverse faculty and staff; and advanced infrastructure designed to promote access and success to a population with varying abilities.

5) **Goal 5: A strong, sustainable, and adaptable financial base**
   - *Example measures of success from the USF Strategic Plan:* **Improved alumni giving rate**; greater diversification of financial revenue streams; and strengthened supplier diversity.

It is important to note that achieving each of the goals and measures listed above (and the many others contained in the full plan) – and not solely those highlighted in green font above – will directly contribute to USF's climb up the *USN&WR* national public rankings. Some examples might include the positive impact that higher annual R&D expenditures will have on *USN&WR's* "Average Spending Per Student" metric, while additional Fulbright Scholars and faculty awards will assist in improving USF's "Peer Assessment Score," even though those measures are not individual *USN&WR* rankings metrics.

II. Return on Investment –

The Relationship between **USN&WR** *Rankings, Prestige, and AAU Membership*

A public university's academic reputation, its eligibility for AAU membership, and its *USN&WR* ranking are closely intertwined. Consider that in the 2022 *USN&WR* rankings:

- 21 of the Top 25, including 14 of the Top 15, public universities are members of the AAU;[3]
- 31 of the 35 public AAU members are ranked #42 or higher by *USN&WR*;[4] and
- Only two of the 35 public AAU members are ranked outside the *USN&WR* Top 50, and none lower than #58 (USF, at #46, currently ranks ahead of two public AAU member institutions and is tied with two others).[5]

---

[3] The only non-AAU members ranked in *USN&WR's* Top 25 Public National Universities for 2022 are the College of William & Mary (#10), the University of Georgia (#16), Florida State University (#19), and the University of Connecticut (#23).

[4] Refer to footnote #5 for the four AAU institutions that are ranked higher than #42 by *USN&WR* in 2022.

[5] In 2022, USF ranks ahead of AAU members the University of Kansas (#58) and the University of Missouri (#58) and is tied at #46 with the University of Arizona and the University of California-Santa Cruz.

USF (presently #46 in *USN&WR*) is Florida's highest-ranked public university in any of its major metropolitan areas and is poised to continue its upward trajectory as "the fastest rising university in America" over the last decade.[6] The consolidated USF affords the state of Florida the opportunity to maximize the impact of a major, highly ranked, Preeminent University located throughout one of the largest and fastest growing metropolitan areas in America.

USF has campuses in Tampa in a county (Hillsborough) with a population of nearly 1.5 million residents; in St. Petersburg in a county (Pinellas) with a population of nearly 1 million residents; and in Sarasota-Manatee, representing two counties with a combined population exceeding 800,000 residents. Overall, 3.25 million Floridians reside in these four Tampa Bay counties alone, a population larger than 20 U.S. states can claim. Conversely, the main campuses of the state's two other Preeminent Universities – along with a large majority of their students and faculty – are in counties (Alachua and Leon) that are home to fewer than 300,000 Floridians each.

The AAU is considered the most prestigious of all university associations. It is an invitation-only association that consists of 35 American public universities, 28 American private universities and two Canadian public universities. Currently, the University of Florida is Florida's only member institution, public or private.

Why should Florida's taxpayers, policymakers, and economic development advocates want more AAU member institutions? The answer is simple: The most talented faculty, students, and entrepreneurs gravitate to the most prestigious universities. And particularly when those institutions are integrated within large, metropolitan areas such as the AAU member universities in New York, Los Angeles, Silicon Valley, Boston, San Diego, Atlanta, Houston, Seattle, Chicago, Philadelphia, and others. Moreover, membership in the AAU, in its most basic sense, is a recognition that Florida's universities are nationally prestigious, and thereby so is the SUS. AAU membership has even played a role in recent college athletic conference realignment decisions.[7]

California boasts ten AAU member institutions (seven public, six of whom are ranked in the *USN&WR* Top 10) and New York is home to six others (two public). Texas has three AAU members, two of which are public. Nine of the ten most populous states in America are home to at least two AAU institutions, and four of the five most populous states are home to at least two public AAU universities. In each of those cases, Florida is the lone outlier state with only one AAU member.

With only one AAU institution, Florida is lagging in the battle for intellectual capital and research funding, which are primary factors in the recognition and

---

[6] Between the 2013 and the 2022 *USN&WR* overall (public & private) national university rankings, USF rose 67 places from #170 to #103 overall (and to #46 among all public universities). This was 23 places more than the second-fastest rising university during that time, the University of Illinois-Chicago (#147 to #103).
[7] What the Association of American Universities (AAU) has to do with Conference Expansion (*Sports Illustrated*).

ranking of elite universities and university systems. In FY 2019, AAU institutions were awarded $27.7 billion or 62% of the total federal investment in academic R&D. The SUS was awarded just $1 billion in federal research investment that year. It has since risen to $1.07 billion in FY 2021.[8]

Florida is now America's third most populous state and fourth in the amount of tax dollars sent to the federal government but is just the #12 ranked state in the receipt of federal research funding. All 11 states that receive more federal research funding than Florida are home to multiple AAU institutions.[9] And the six states with *three or more* AAU institutions rank 1st, 2nd, 4th, 5th, 6th, and 8th in federal research dollars received.[10] These include Pennsylvania, Massachusetts, and Illinois, all of whom are significantly smaller in population than Florida and send far fewer collective tax dollars to Washington, D.C.

Pennsylvania (home to 4 AAUs) sends roughly two-thirds and Massachusetts (home to 5 AAUs) sends roughly half the amount of federal tax dollars to Washington, D.C. as Florida. But each of those states receives double Florida's amount of federally awarded research dollars. Put simply, right now, Floridians' federal tax dollars are subsidizing cutting-edge research in other states that should be happening in Florida to benefit and expand our state's economy.

Focused state investments, coupled with increased institutional fundraising and responsible university stewardship of existing resources, could allow other Florida institutions – and especially USF – to cross the thresholds necessary to be considered for eligibility by outpacing existing AAU members' performance. The admission of one or more additional Florida research universities into the AAU will, in turn, positively impact the perception and national rankings of each of Florida's public universities for years to come, while increasing the in-state ROI of Floridians' federal tax payments.

Benchmarking USF's Success against AAU and **USN&WR** *Top 25 Universities*

Since 21 of *USN&WR's* Top 25 public universities are members of the AAU, USF will continue to benchmark our success – and the ROI on the state's increased investments in USF – against that aspirational peer group's performance. **Our goal is to annually meet or exceed the average of the 35 public AAU institutions' performance on each *USN&WR* metric.**

USN&WR's 2022 rankings were derived from 19 specific metrics that serve as the publication's formula inputs. In nine of those 19 metrics, USF already exceeds the current average performance of the 35 public AAU members and/or at least one of the three institutions tied at #23 in the 2022 *USN&WR* public rankings

---

[8] https://www.flbog.edu/wp-content/uploads/2022/03/AREC_03_RD-Dashboard-2022_CE-1.pdf.

[9] In rank order, California, New York, Maryland, Pennsylvania, Massachusetts, Texas, North Carolina, Illinois, Ohio, Georgia, and Michigan.

[10] California, New York, Pennsylvania, Massachusetts, Texas, and Illinois, respectively.

(thereby securing the final three spots in *USN&WR's* Top 25 public universities for 2022).[11]

Of the three institutions tied at #23 in 2022, two are already AAU members (Penn State and Rutgers) and the third (Connecticut) is one of just four non-AAU members ranked among *USN&WR's* Top 25 public universities. The lowest performer of those three Top 25 institutions is also noted for each of the metrics below to provide an additional insight into USF's relative performance against both AAU and the performance of the current #25 ranked university.

The nine metrics in which USF's current performance meets or exceeds the average of all 35 public AAU members and/or at least one of the three institutions ranked at #23-25 this year are:

USN&WR Metric	2022 Actual Performance of a #23-25 Ranked Public University[11]	Average Performance Level of All 35 Public AAUs	USF's 2022 *USN&WR* Rankings Performance Level	USF's 2022 *USN&WR* National Ranking on this Metric
Over/Under Predicted Performance in the Six-year Graduation Rate	+4% (UConn) ✓	+3% ✓	**+10%**	10th
Six-year Graduation Rate Performance of Pell Grant Recipient Students vs. Non-Pell Grant Students	89% (UConn) ✓	89% ✓	**95%**	19th
Average Federal Loan Debt of Graduates *(a lower $ value is better)*	$23,627 (Rutgers) ✓	$19,675 ✓	**$19,439**	27th
Percent of Classes with Fewer than 20 Students	34% (Penn St.) ✓	42% ✓	**46%**	29th
Percent of Classes with 50 or More Students *(a lower % is better)*	21% (Rutgers) ✓	20% ✓	**13%**	31st
Rolling Average First-year Student Retention Rate	93% (2 of 3)	92% ✓	**92%**	31st
Annual Alumni Giving Rate	6% (Rutgers) ✓	10% ✓	**10%**	32nd
SAT Scores of Incoming Students (Lowest Quartile / 25th Percentile)	1150 (Penn St.) ✓	1180	**1160**	34th
Percentage of Graduates who Took Out a Federal Loan *(a lower % is better)*	54% (Rutgers) ✓	43%	**47%**	46th
USF's Average 2022 National Ranking on All of these Metrics				**29th**

[11] Pennsylvania State University (Penn St.), Rutgers-New Brunswick (Rutgers), and the University of Connecticut (UConn) all tied for #23 in the 2022 *USN&WR* public rankings (i.e., #s 23, 24 & 25 this year).

Despite our current achievement level relative to the AAU average and the #23-25 ranked public universities in these metrics, USF's aim is to continue to improve in each of these areas. Particular focus for further improvement will be placed on retention and graduation rates, class sizes, and reducing student borrowing and indebtedness. This proposed investment will allow USF to improve our performance in each of these metrics in which USF is already a national high achiever.

However, to reach the Top 25 most efficiently and expeditiously, USF will strategically invest most of the resources provided under this request to rapidly improve performance in the remaining ten *USN&WR* 2022 ranking metrics, once again striving to meet or exceed the average achievement level of the 35 public AAU members.

It is worth emphasizing that five of the ten *USN&WR* metrics in which USF most lags the current public AAU average are related exclusively, or predominantly, to USF's relative lack of financial resources compared to our aspirational peer institutions in the AAU and the *USN&WR* Top 25.

These five *USN&WR* financial resources metrics are denoted in the yellow-shaded rows in the table below.

They include: the average institutional spending per student; the average faculty member's salary; the proportion of all the institution's faculty who hold the highest degree in their field; the institution's proportion of fulltime to part-time faculty; and the institution's overall student-to-faculty ratio.

These five *USN&WR* metrics, which measure an institution's available financial resources compared to its peers – along with the subjective Peer Assessment Score metric – are the only six (of 19 total) *USN&WR* metrics in which USF's current national ranking falls well outside the national Top 50.

They demonstrate that USF's performance – ranking inside the national top 35 in graduation rate performance of all students and for financially-needy students, student retention rates, low student indebtedness, and alumni giving – and an overall national ranking for USF of #46, are all achieved with financial resources commensurate with an 82nd ranked public institution.

The ten *USN&WR* ranking metrics in which USF requires substantial improvement to match the average performance of all public AAU institutions are (although USF is already ahead of a #23 ranked and AAU member institution, Rutgers, in two of these metrics):[12]

---

[12] USF already exceeds #23 ranked Rutgers' performance in both the percentage of first-year students who graduated in the Top 10% of their high school class and in the proportion of fulltime to part-time faculty, but USF's performance still considerably lags the current public AAU average.

USN&WR Metric	2022 Actual Performance of a #23-25 Ranked Public University[11]	Average Performance Level of All 35 Public AAUs	USF's 2022 *USN&WR* Rankings Performance Level	USF's 2022 *USN&WR* National Ranking on this Metric
Six-year Graduation Rate of Pell Grant Recipient Students	76% (UConn)	76%	**72%**	42nd
Rolling Average Six-year Graduation Rate	83% (UConn)	82%	**74%**	50th
First-year Students who Graduated in the Top 10% of their High School Class	30% (Rutgers) ✓	60%	**32%**	50th
SAT Scores of Incoming Students (Highest Quartile / 75th Percentile)	1340 (Penn St.)	1408	**1320**	55th
Average Spending Per Student	$46,217 (UConn)	$51,891	**$29,305**	72nd
Average Faculty Salary	$115,841 (Penn St.)	$129,402	**$96,653**	80th
Proportion of Faculty with the Highest Degree in their Field	84% (Penn St.)	92%	**83%**	81st
Proportion of Fulltime Faculty	78% (Rutgers) ✓	92%	**82%**	82nd
Academic Peer Assessment Score	3.4 out of 5.0 (2 of 3)	3.8 out of 5.0	**2.8 out of 5.0**	88th
Student-to-faculty Ratio *(a lower ratio is better)*	16:1 (2 of 3)	17:1	**22:1**	95th
USF's Average 2022 National Ranking on All of these Metrics				**70th**
USF's Average 2022 National Ranking on Only the Financial Resources Metrics				**82nd**

All these metrics will be positively impacted almost immediately by this proposed investment in USF and the strategic deployment of the funds as outlined in USF's *In Pursuit of Excellence* Strategic Plan. This investment will allow USF to move closer to our national peers in these financial resources metrics in which we currently lag the most and quickly close the gap between USF's current rank of #46 and the Top 25.

Notably, by *USN&WR's* measurement standards, the average public AAU institution has the financial resources at its disposal to invest 77% more per student than USF's students currently benefit from and to pay their average faculty member 34% more than a typical USF faculty member earns. But most of USF's student success outcomes are already comparable, and in several cases superior, to the public AAU institutions' average outcomes.

Nevertheless, *USN&WR* measures these five financial resources metrics and counts them as 22% of their overall formula's weighting. Spending per student

(10%) and average faculty salary (7%) account for 17% of the ranking measurement, which is nearly identical to the weight that *USN&WR* applies to an institution's overall six-year graduation rate (17.6%). So, for USF to continue to climb the rankings from #46 to #25 and beyond, greater overall financial resources for USF students and faculty are a critical and inescapable necessity.

The proposed expenditure plan contemplates spending a portion of these additional resources to recruit and retain more high-achieving high school students to improve USF's performance in four of the remaining *USN&WR* metrics. The four specific metrics are: the percentage of students from the Top 10% of their high school class; the SAT scores of incoming students in the highest quartile of their admitted class; and the institution's six-year graduation rates for all FTIC students and for Pell-recipient students.

This was in no small part why the USF Board of Trustees chose the six-year graduation rate as the BOT Choice PBF Metric (Metric 10) for USF. Continued improvements in USF's four-year (PBF Metric 4) and six-year (PBF Metric 10) graduation rates have the potential to provide tremendous ROI to USF students and the state of Florida, while significantly impacting USF's national rankings in a positive way quickly. It will also greatly benefit the workforce readiness of SUS graduates as USF consistently leads the state in PBF Metrics 6 and 8, the percentage of bachelor's and graduate degrees awarded in "Areas of Strategic Emphasis" for the state, including STEM, healthcare, and workforce gap analysis degrees.

The final metric, the Peer Assessment Score, is strictly a reflection of external perceptions of USF's academic reputation as measured by survey votes of university presidents, provosts, and deans of admissions nationwide. **It is also quite notable that USF's national ranking on the Peer Assessment Score metric correlates much more closely with the institution's rankings on the financial resources metrics than with our much higher student success outcome metric rankings.**

USF will strategically invest a portion of these resources to achieve gains in this metric over time as well through targeted investments and awareness campaigns. This metric is, however, a "perceptual" ranking that tends to lag actual performance. A sustained effort will be necessary to communicate the strengths and achievements of USF and the SUS as a whole to national peers to see the requisite gains in this critical final metric.

Even with some expected lag time in subjective assessment ratings, improvements made in the financial resource metrics outlined above through this investment – coupled with USF's demonstrated track record of student success and continued unparalleled upward trajectory – will accelerate USF's ascent toward the Top 25.

III. Personnel –

Personnel investments made through this increased funding will be targeted mostly towards enhancing USF's national reputation in the seven focus areas outlined in the *In Pursuit of Excellence* Strategic Plan and to simultaneously improve USF's performance on the 19 *USN&WR* rankings metrics. Once again, the USF Board- and BOG-approved "strategic areas of focus" for USF are (in alphabetical order):

1) Analytics and Data Science: Integrating USF Digitally;
2) Biology by Design;
3) Design, Arts, and Performance;
4) Global and National Security;
5) Health, Society and Biomedical Science;
6) Social Justice and Human Rights; and
7) Sustainability, Environmental, and Oceanographic Sciences.

If fully funded, this investment is projected to result in a net gain of as many as 175 additional faculty members, contributing to USF's overall five-year plan to add 375 net new faculty. During both the first year and the five-year plan, (if new state funding is provided) faculty will be hired at each of the three campuses consistent with the USF Board of Trustees' strategic priorities for each campus. It is projected that the personnel costs to hire 175 net new faculty and 25 technical support staff to assist them will be approximately $40 million.

The technical personnel are required to support and assist professors in advancing their nationally competitive research programs. This role includes performing experiments, developing technology, conducting computational and data analyses, and managing highly sophisticated shared research core facilities (e.g., proteomics and next generation genomics, cryo-electron microscopy, nuclear magnetic resonance, 3-D visualization and virtualization, etc.). They are permanently employed fulltime (non-tenure eligible) positions typically classified as research scientists/engineers, specialist computer research associates, research project managers, and clinical research administrators. These positions generally require a Ph.D., or terminal degree, in a STEM or medical field and top-secret security clearance in select disciplines (e.g., cybersecurity).

The vast majority of the newly hired faculty will be in the focus areas noted above and outlined in the *In Pursuit of Excellence* Strategic Plan or within state General Education disciplines to decrease the average USF student's time to graduation. These faculty hires include targeted talent recruitment in:

Business:

- Blue/Green Economy – ocean industry, tourism, and transportation.

- Business Analytics – machine learning, artificial intelligence and big data science, supply chain, digital marketing, accounting analytics, and robotic process automation.
- Entrepreneurship and Innovation
- Fintech – block chain, cryptocurrency, mobile payments, digital assets, and cybersecurity.
- Risk Management and Insurance – including real estate.

Engineering:

- Chemical, Biological and Materials Engineering – renewable energy, building a quantum future, and materials by design.
- Computer Science – machine learning, artificial intelligence and big data science, social network analysis, cybersecurity, and edge computing devices.
- Mechanical Engineering – aerospace engineering, robotics, autonomous system, advanced manufacturing, and sustainable energy.
- Medical Engineering – cell and tissue engineering, neuro- and rehabilitation engineering, biomedical imaging and bioelectronics, molecular medicine, and drug delivery.
- Coastal and Ocean Engineering – sensors, robotics, green technologies, coastal hazards mitigation and resilience, and port and homeland security.

Medicine:

- Cardiovascular and Pulmonary – genetics, immunology, and biomarkers.
- Infectious Disease – virology, immunology, drug resistance, and parasitic infections.
- Neurosciences – Alzheimer's, Parkinson's, and other neurodegenerative diseases.
- Nursing – addressing the acute nursing shortage, aging and self-management of chronic conditions, symptom management in cancer, and translational science.

Science and Mathematics:

- Human Health and Biotechnology – antibiotic resistance, bacterial pathogenesis, new drug discovery and advanced pharmaceuticals, health informatics, and the molecular basis of disease.
- National Security – cryptography and cybersecurity, human dynamics, and predictive analytics.
- Ocean, Earth and Atmospheric Sciences – water quality improvement, red tide and harmful algal blooms, ocean acidification, natural/coastal

hazards (sea level rise and hurricanes), ocean observing, coastal mapping, coastal ecosystem, and invasive species.

These new USF faculty will range from National Academy members and other world-class scholars who will improve USF's international academic reputation and R&D prowess (Peer Assessment Score), to fulltime non-tenured instructors who will improve USF's performance on many important *USN&WR* metrics, including:

- higher student retention and graduation rates;
- smaller class sizes and a lower student-to-faculty ratio;
- a higher proportion of fulltime to part-time faculty; and
- a greater proportion of USF faculty holding a Ph.D. or another highest degree in their field.

Investments will also be made in the retention of existing faculty and staff to improve USF's performance in the important *USN&WR* metrics regarding spending per student and average faculty salaries, where USF greatly lags universities that we are already ranked ahead of as well as those we aim to catch and pass in the rankings.

The remainder of the new funds invested in personnel will be spent to enhance undergraduate and graduate student recruitment and support services with a focus on recruiting and supporting the academic success of a better-prepared (more students from the Top 10% of their high school class and/or higher average SAT scores), more diverse (both racially and socioeconomically) and eventually more successful class of incoming USF undergraduate and graduate students. This will result in higher retention and graduation rates, along with reduced indebtedness, for all students as well as Pell-recipient students at USF.

IV. Facilities

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	N/A			

2023-2024 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II
(to be completed for each issue)

University: **University of South Florida**
Issue Title: **Preeminence / National Rankings**

	RECURRING	NON-RECURRING	TOTAL
Positions			
Faculty	175.00	0.00	175.00
Other (A&P/USPS)	25.00	0.00	25.00
	-------------	-------------	-------------
Total	200.00	0.00	200.00
	=========	=========	=========
Salaries and Benefits	$27,700,000	$0	$27,700,000
Other Personal Services	$5,300,000	$0	$5,300,000
Expenses	$7,000,000	$0	$7,000,000
Operating Capital Outlay	$0	$0	$0
Electronic Data Processing	$0	$0	$0
Financial Aid	$0	$0	$0
Special Category (Specific)	$0	$0	$0
Faculty retention	$10,000,000	$0	$10,000,000
	$0	$0	$0
	$0	$0	$0
	-------------	-------------	-------------
Total All Categories	$50,000,000	$0	$50,000,000
	=========	=========	=========

Agenda Item: FL 104

USF Board of Trustees
September 6, 2022

Issue: Florida Institute of Oceanography (FIO) Academic Infrastructure Support Organization (AISO) 2023-2024 Legislative Budget Request.

───

Proposed action: Consider approval of 2023-2024 Legislative Budget Request for the Florida Institute of Oceanography.

───

Executive Summary:

Consistent with the Florida Board of Governors regulation 10.014 Academic Infrastructure and Support Organizations requires consideration and approval by the Board of Trustees of the host institution or its designee.

The purpose of this Legislative Budget Request plan is to accommodate an emergent and critical need for Florida Institute of Oceanography (FIO) research vessel, Keys Marine Laboratory and scientific equipment use support directed to the SUS (System-wide) marine science community.

Financial Impact: $6,200,000

───

Strategic Goal(s) Item Supports: Goal 5: A strong, sustainable, and adaptable financial base
BOT Committee Review Date: Finance Committee- August 16, 2022
Supporting Documentation Online (*please circle*): (Yes)   **No**
Prepared by: William (Monty) Graham, Director, 727-553-3542

State University System
Education and General
2023-2024 Legislative Budget Request
Form I

University(s):	Florida Institute of Oceanography (FIO), an SUS AISO *USF (BOG-designated Host Institution)* FAMU FAU FGCU FIU Florida Polytechnic FSU NCF UF UCF UNF UWF
Request Title:	**Positioning Florida's SUS as America's Premier Coastal & Ocean Science Collaborative**
Date Request Approved by University Board of Trustees:	**Pending Approval at the USF Board of Trustees Meeting on September 6, 2022**
Recurring Funds Requested:	$6,200,000
Non-Recurring Funds Requested:	
Total Funds Requested:	$6,200,000
Please check the request type below:	
Shared Services/System-Wide Request	☒
Unique Request	☐

I. Purpose -

The Florida Institute of Oceanography (FIO) – a Board of Governors (BOG) approved Academic Infrastructure and Support Organization (AISO) housed at the University of South Florida – is requesting an increased recurring investment of $6.2 million beginning in FY 2023-24 to support the research, scholarship, and graduate workforce-readiness goals of the entire State University System of Florida (SUS). This will be accomplished primarily by increasing the state-sponsored use of, and better leveraging, the SUS's marine and ocean science assets and particularly the existing FIO-operated shared research vessels and the

Keys Marine Lab. This request supports the implementation of FIO's approved 2021-25 Strategic Plan, which was designed around, and aligns with, the BOG's strategic priorities in the areas of: Teaching & Learning; Scholarship; Research & Innovation; and Community & Business Engagement. **The proposed investment will help achieve the FIO Strategic Plan goal of positioning Florida's SUS as the nation's premier coastal and oceanographic science collaborative.**

Specific metrics to track FIO's progress towards meeting Strategic Plan goals are aligned with the BOG's Accountability Plan requirements of the SUS institutions, with primary focus on:

- Increased retention rates for students by providing unique and attractive experiential learning at-sea under direct mentorship of ocean scientists.
- Increased graduation rates for students through access to ocean technology in support of courses, capstones, theses, and dissertations.
- Increased total annual SUS R&D expenditures through partnership-building with industry and federal agency partners seeking to collaborate with SUS ocean scientists in at-sea and field-based research and development utilizing the most state-of-the-art equipment and technology available.
- Attracting and supporting additional talented SUS faculty (with a resultant positive effect on SUS faculty awards, citations, research funding, etc.) through start-up funding of ship-time and access to oceanographic vessels along with significantly enhanced technology and research infrastructure.
- Enhanced diverse student enrollment and degree production through specific and intentional programs and opportunities to increase student and faculty recruitment and mentorship opportunities at-sea.

The latter two are especially important to attract and retain underrepresented minorities into oceanographic sciences across the SUS, which is a major aim of this funding request and of FIO's ongoing activities.

Arguably, at present, the premier national oceanographic institutions in America are found on the northeast coast at Woods Hole Oceanographic Institution (a private, non-profit in Massachusetts) in partnership with the Massachusetts Institute of Technology (MIT) and on the west coast at Scripps Institution of Oceanography at the University of California—San Diego (UC-SD) and the University of Washington's (UW) School of Oceanography and its affiliated programs.

Both UC-SD and UW are institutions routinely ranked in *US News & World Report's* Top 25 Public National Universities (#8 and #20 in the 2022 rankings, respectively) and both are longstanding members of the AAU. Thus, FIO has

selected these two public west coast institutions as a "head-to-head" benchmark in the pursuit of top-tier status for SUS institutions in ocean science and technology and elevating the state of Florida to a position among the nation's leaders in this strategically important field of applied research and workforce development.

FIO's expenditure plan for any new recurring funds appropriated by the Legislature and Governor in FY 2023-24 will emphasize:

1) Investing dedicated resources for newly hired SUS faculty to support at-sea ocean science and essential, expanded access to state-of-the art, shared technology and research platforms for all SUS scientists;
2) Providing additional at-sea experiential learning opportunities for undergraduate and graduate students to conduct independent or collaborative research, including capstone projects, theses, and dissertations;
3) Developing near-peer and peer-to-peer mentoring programs to enhance student success and post-graduation job placement; and
4) Further leveraging the capabilities of the FIO-operated Keys Marine Lab.

Specifically, the requested investment will be principally expended on the activities described in the below summaries of each of those four broad categories, with UC-SD and UW as comparison institutions against which we will benchmark and track our progress. FIO's impact on SUS students and faculty will be assessed through pre- and post-graduation and faculty career transitions.

Investing dedicated resources for newly hired SUS faculty to support at-sea ocean science and essential, expanded access to state-of-the art, shared technology and research platforms for all SUS scientists.
New faculty hires in the ocean sciences are often hampered in their early research careers by the cost-prohibitive nature of the combined costs of state-of-the art oceanographic research instrumentation and ship-time requests. For instance, use of FIO's R/V *Weatherbird II* research vessel alone costs $11,500 per day. Currently, there are no dedicated funds within the FIO budget to support new faculty needs during the critical 'startup' phase of their early careers. This investment would remedy that shortcoming and provide a dedicated, recurring source of startup funding for new SUS faculty to rely upon in order to both encourage and financially support their marine and oceanographic research ideas and innovations of direct importance to Florida.

Both UC-SD and UW provide new faculty with at-sea opportunities on research vessels comparable to or larger than FIO's. If this request is fully funded, FIO will allocate over 100 days per year across all SUS institutions (more than one week per year per university) to support new SUS faculty research program

development. This adds value to new faculty talent recruitment and startup packages across the SUS without imposing a financial burden on individual institutions when offered as an FIO consortium benefit.

FIO would also expend a significant portion of these new recurring funds on continuously upgrading the state's vast and various shipboard and land-based marine and ocean science research equipment across the state for use by all SUS faculty and students. A critical element in the awarding of any competitively funded research in the oceanographic sciences is the investigators' capability to conduct such research through ready access to research vessels and the latest equipment both at-sea and in the labs on land. Research contracts and successful grant applications must stress the institutions' assets already on-hand to conduct the cutting-edge research, rather than an aspirational desire to obtain them. FIO's research vessel fleet to take our SUS scientists to sea is nationally competitive, but much of our equipment is outdated and must be continually upgraded to become even more – and remain – nationally elite. In this specific area, Florida significantly lags the top national competitors. This appropriation would provide a dedicated pot of funds from which all 12 SUS institutions could annually rely upon to finance new, state-of-the-art equipment purchases and upgrades to ensure Florida remains ahead of its competitors in drawing down additional research dollars and leading the country in new breakthroughs and discoveries.

The key to greatly elevating the SUS's national competitiveness in coastal and oceanographic sciences is the winning combination of ready access to the most state-of-the-art research equipment and instrumentation, along with guaranteed ship-time as outlined above. **At a conservative rate of even two new funded research proposals per year across the 12 SUS institutions through this investment, at least $7 million in new awards will be generated annually, exceeding the state of Florida's proposed overall investment.** In addition to more than $1 million in returned indirect revenue, the proposed investment will also result in enhanced reputational value and increased competitiveness for all SUS institutions, increased federal and total research expenditures, commercialization of discovery (including patents and licensing revenues), more undergraduate and graduate students recruited, and more SUS STEM degrees conferred. These gains will be critical to improving Florida's competitive position relative to programs in California, Massachusetts, Washington and other states.

Providing additional at-sea experiential learning opportunities for undergraduate and graduate students to conduct independent or collaborative research, including capstone projects, theses, and dissertations.
Currently, FIO provides access for undergraduate and graduate courses over 60 days per year, serving approximately 600 students. Generally, these are experiential one-day trips offering students a short view of ocean science. Achieving directed student support through access to research vessel time is critical given the seascape for ocean science and technology needs across our

state over the next several decades, including on the Atlantic and west coasts of Florida and beyond.

Both UC-SD and UW provide resources directed to at-sea workforce readiness in ocean science and technology. Florida's maritime and marine sector employers want and deserve highly skilled graduates with similar demonstrable at-sea experience. If this request is fully funded, FIO will dedicate at least 50 days of ship-time per year across the SUS institutions to support mentored at-sea cruises (on both east and west coasts) for the purpose of student programs including capstone projects, theses, and dissertations. Students will work in collaborative cohorts to maximize efficiency. Faculty and researchers from across the SUS institutions will serve as at-sea mentors. Promotion of this level of at-sea training and support will greatly enhance recruitment and degree progress for students in a strong, mentored environment. And more importantly, better-prepare SUS graduates for immediate work in high demand marine-related industries and entrepreneurial endeavors.

Developing near-peer and peer-to-peer mentoring programs to enhance student success and post-graduation job placement.
Student mentoring in active learning environments is the key to degree progress and successful transition into the workforce. The strength of FIO is its reach across all 12 SUS institutions, and the power of networking and peer-to-peer mentoring across the consortium is yet to be fully realized. FIO will develop an interdisciplinary mentoring and networking program to enhance student and early career faculty success in a way that connects at-sea experiences to on-shore connections. FIO will host annual meetings for students to present FIO-supported research results, connect students with employers, and connect early career faculty with potential collaborators. This will also significantly help raise the reputation of the SUS as an international leader in ocean science research and workforce-readiness on a scale comparable with UC-SD and UW.

Further leveraging the capabilities of the FIO-operated Keys Marine Lab

The Keys Marine Laboratory (KML) is a full-service marine field station situated in the heart of the Florida Keys island chain at mile marker 68.5. The facility offers a unique opportunity for students and researchers studying the only tropical marine ecosystems in the continental United States. FIO was awarded operational control of the KML in recent years from the Florida Fish and Wildlife Conservation Commission but has not – as of yet – been able to fully leverage the capabilities of this unique asset for both students and faculty. Funds from this proposed appropriation would be used to sponsor shared research cores for faculty across the SUS along with active, experiential learning opportunities for undergraduate and graduate students at the KML. The KML would also benefit from significant upgrades to its equipment and residential spaces to make it a more active research and educational asset for the SUS ready to contribute to Florida's national prominence in marine and ocean science and sea life studies in a marine habitat unique to Florida.

II. Return on Investment –

In addition to the PBF and Accountability Plan metric outcomes described in Section I above with respect to increased student retention and graduation rates, increased job placement and wages of graduates, and increased SUS total R&D expenditures, there are several specific projects that SUS faculty and students will undertake through this investment that will directly benefit Florida's residents and Florida's economy. These projects include, but are not limited to:

- Verification and validation of coastal current circulation in support of coastal flood prediction.
- Monitoring, prediction and mitigating the impact of harmful algal blooms, such as red tide and other water quality issues.
- Development, testing, evaluation, and commercialization of emerging technologies through SUS institutions.
- Mapping of Florida's coastal waters using state-of-the-art technologies in support of the Florida Seafloor Mapping Initiative and the Florida Coastal Mapping Program.
- Ongoing stock assessment of fisheries in Florida's coastal habitats.
- Statewide data collection and distribution using FIO research vessels.
- Development and training programs, both at-sea and in the classroom, that lead to a well-prepared, technologically literate workforce ready to meet the challenges and opportunities of the coming decades.
- Multi-institutional, cross-sectoral leadership programs that connect students and faculty with peer-to-peer and near-peer mentoring for networking and advancement.
- New interdisciplinary, cross-institutional academic courses that connect Florida students to employers and entrepreneurial opportunities in the vast maritime economy of Florida.

III. Personnel –

This request, if fully funded, will support the recruitment of new faculty and students across the SUS providing critical startup packages to compete for talent including ship-time and access to other state-of-the-art coastal and ocean research equipment and platforms. The intent is to support development of faculty and student recruitment and retention plans at institutions throughout the SUS rather than to directly hire faculty and enroll students at or within FIO. However, if fully funded, FIO will hire two new in-house staff members at 1.0 FTE each. One of the new positions will be responsible for the development,

statewide coordination and implementation of the robust student and peer mentoring program. The second position will work with institutions statewide on the coordination, assessment, funding and acquisition, and upgrade schedule for the state-of-the-art equipment program to ensure Florida's scientists throughout the state have continual and shared access to the best marine research equipment available.

IV. Facilities -

Not applicable.

2023-2024 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II
(to be completed for each issue)

University: **Florida Institute of Oceanography**

Issue Title: **Positioning Florida's SUS as America's Premier Coastal & Ocean Science Collaborative**

	RECURRING	NON-RECURRING	TOTAL
Positions			
Faculty	0.00	0.00	0.00
Other (A&P/USPS)	2.00	0.00	2.00
	-------------	-------------	-------------
Total	2.00	0.00	2.00
	==========	==========	==========
Salaries and Benefits	$150,000	$0	$150,000
Other Personal Services	$0	$0	$0
Expenses	$6,050,000	$0	$6,050,000
Operating Capital Outlay	$0	$0	$0
Electronic Data Processing	$0	$0	$0
Financial Aid	$0	$0	$0
Special Category (Specific)	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	-------------	-------------	-------------
Total All Categories	$6,200,000	$0	$6,200,000
	==========	==========	==========

Agenda Item: FL 105

USF Board of Trustees
September 6, 2022

Issue: Approval of Bank Providing General Banking, Merchant Banking and Purchasing Card Services

───

Proposed action:

a) Approve JP Morgan Chase Bank, N.A. as USF's bank depository
b) Approve authorized signatories on USF's bank account
c) Approve JP Morgan Chase Bank as USF's merchant services bank
d) Approve JP Morgan Chase Bank as USF's purchasing card services bank

───

Executive Summary:

The University issued an ITN for Banking Services on February 22, 2022 and received 6 proposals from commercial banks.

The University conducted an ITN procurement process that included requests for additional information, vendor interviews and reference checks.

Pursuant to Section 1011.42, Florida Statutes, the Board of Trustees shall designate the depository for university funds, which shall be a qualified public depository.

>   The University recommends JP Morgan Chase Bank, N.A. as the bank depository. JP Morgan Chase Bank is a qualified public depository pursuant to Chapter 280, Florida Statutes.

Pursuant to Section 1011.42, Florida Statutes, the Board of Trustees shall designate the name and title of university signatories.

>   The University recommends that the Board designate the following employees as authorized signatories to pay legal obligations of the University:

Legal Name	Position Title
Richard J. Sobieray	Senior Vice President / CFO
Jennifer M. Condon	Vice President and Controller
Fell L. Stubbs	University Treasurer

63

Financial Impact:

Reduction in banking and merchant fees and increase in purchasing card rebate

_____

Strategic Goal(s) Item Supports: **Goal 5: A strong, sustainable, and adaptable financial base**
BOT Committee Review Date: **Finance Committee - August 16, 2022**
Supporting Documentation Online (*please circle*): **Yes** **No**
Prepared by: **Fell L. Stubbs, University Treasurer, (813) 974-3298**

Banking Services ITN

Board of Trustees Finance Committee
August 16, 2022

BANKING SERVICES INVITATION TO NEGOTIATE

- **Purpose of ITN –**
  - Capitalize on opportunity to restructure service agreements with highly qualified banks, support operating requirements and create added value for USF
  - USF last conducted a procurement process for these services in 2015, with good results (changed banks – $1.0 million benefit over existing contracts with 21% improvement)

- **Formed Evaluation Committee – February 1, 2022**

- **Banking Services ITN Issued for 5 LOTs – February 22, 2022**
  - LOT I – General Banking Services
  - LOT II – Merchant Services (Credit/Debit Cards)
  - LOT III – Purchasing Cards (P-Cards)
  - LOT IV – Award of LOTs I and II to one Vendor
  - LOT V – Award of LOTs I, II and III to one Vendor

- **8 Evaluation Criteria:**
  - Vendor's relevant experience, capabilities and systems and controls;
  - Vendor's service plan, features and benefits for USF;
  - Vendor's references that demonstrate the experience and performance of the service requirements;
  - Vendor's proposed value-added services and products;
  - Compatibility with USF programs and systems; and
  - Compensation or financial benefits to the University.

ITN EVALUATION PROCESS

- **6 ITN Responses Received on the Due Date – April 7, 2022**

- **Issued Request for Additional Information – April 15, 2022**

- **3 Short-List Vendors Selected**
  - All proposals reviewed in detail by ITN Evaluation Committee
  - Short-list vendors selected pursuant to requirements in the ITN

- **Evaluation of Short-List Vendors**
  - Evaluation Committee assessed the short-list vendors based primarily on financial benefits to the University

- **Short-List Vendor Presentations to Evaluation Committee – May 25, 2022**
  - Vendors asked to "distinguish" themselves from the competition in terms of service quality, technology and pricing, and asked to "refresh" their initial proposals with added benefits to USF

- **Requested Improved Offers**
  - Each of the short-list vendors were asked to submit improved pricing and agreement to terms

- **Request to Award will be Issued – September 6, 2022**

- **Negotiations Begin on New Banking Agreements – September 6, 2022**

BANKING SERVICES ITN AWARDS

- **Banking Services ITN Awards as Follows:**

  o General Banking – JP Morgan Chase Bank
  o Merchant Services – JP Morgan Chase Bank
  o Purchasing Card Services – JP Morgan Chase Bank

- **Value of Awards Over 5-Year Contract**

  o Banking fees – Agreed to waive 6 months of fees and waive implementation fees

  o Merchant fees – Agreed to utilize USF deposit balances to offset merchant service fees at full earnings credit rate (ECR)

  o Agreed to fix pricing for 5 years

  o Agreed to "Most Favored Nation" clause - will maintain 'best pricing and rates among FL SUS'

  o Purchasing Card rebate percentage increased from 1.83% of charge volume to 2.24%

  o Purchasing Card rebate payments over 5 years estimated at $5.0M

  o **Net Benefit of Change in Banking Services = $1,042,500**

Agenda Item: FL 106

USF Board of Trustees
September 6, 2022

Issue: Internal Audit (IA) Work Plan FY23 – FY24

_____

Proposed action: Approval of the IA Work Plan and allocation of available resources.

_____

Executive Summary: In accordance with the USF IA Charter, the USF Board of Trustees' Audit and Compliance Committee and the President have the responsibility to review approve the IA Work Plan. Additionally, the International Standards for the Professional Practice of Internal Auditing (IIA Standards), Board of Governors' regulations, and the IA Charter require the Chief Audit Executive to communicate the plans and resource requirements to senior management and to the board for review and approval.

The Board should consider whether the IA Work Plan is aligned with USF's strategic plans, objectives, and enterprise risk. Consider whether this plan optimizes the use of IA resources and the value added by the audit activity in the following areas: results of operations, programs, or projects, including accomplishment of objectives and effective use of resources; reliability and integrity of financial and operating information; compliance with policies, laws, regulations, and ethical standards; the means to safeguard assets; loss prevention; fraud detection; and process improvement.

Financial Impact: N/A

_____

Strategic Goal(s) Item Supports: To practice continuous visionary planning and sound stewardship throughout USF to ensure a strong and sustainable financial base, and to adapt proactively to emerging opportunities in a dynamic environment.

BOT Committee Review Date: 8/16/2022

Supporting Documentation Online (please circle): (Yes)   No
        FY23-24 IA Work Plan FR.pdf

Prepared by: Virginia Kalil, Executive Director/Chief Internal Auditor, USF Internal Audit

INTERNAL AUDIT WORK PLAN

Fiscal Years 2023 & 2024

UNIVERSITY of
SOUTH FLORIDA
Office of Internal Audit

Introduction

The Office of Internal Audit (IA) provides the University of South Florida (USF) with independent and objective assurance and advisory services to assist the University in effectively and efficiently achieving its strategic goals by evaluating and improving risk management, control, compliance, and governance processes. These services add value and promote stewardship, accountability, integrity, efficiency, and compliance. In order to facilitate these services, IA develops a risk-based work plan to ensure internal audit resources are appropriate, sufficient, and effectively deployed.

Professional Standards

Professional auditing standards[1] require the Chief Audit Executive (CAE) to establish a risk-based plan prioritizing the internal audit activity, consistent with the organization's goals. Additionally, the CAE must review and adjust the plan, as necessary, in response to changes in the organization's business, risks, operations, programs, systems, and controls. The CAE must then communicate the internal audit activity's plans and resource requirements, including significant interim changes, to senior management and the board for review and approval.

Risk Assessment

In developing the risk-based plan, IA consults with senior management, the board, and other internal risk professionals (Compliance, Risk Management, Information Security, Legal, Human Resources, Police, etc.) to obtain an understanding of the organization's strategies, key business objectives, associated risks, and risk management processes. The risk assessment also includes evaluating risks and updating risk models for over 150 auditable areas.

Resources

Once the risk assessment is complete, projects are identified and prioritized in the areas of highest risk and interest (board, senior management, IA). Project hours are then estimated and aligned with available resources. The work plan presented for fiscal years 2023 and 2024 includes allocation of hours for 14 internal audit professionals, including the CAE. Adjustments are included for two vacant positions that are estimated to be filled by January 1, 2023. Lastly, consideration for use of supplemental auditing services is also incorporated into the planned resources.

Plan Highlights

The work plan for fiscal years 2023 and 2024 will include coverage of core processes, academic areas, information technology, research, regulatory/compliance areas, and direct support organizations (DSOs). In addition, IA will provide advisory services related to fraud awareness and the implementation of the new Human Capital Management system recently approved by the Board of Trustees. Lastly, the plan includes upgrading IA's audit management software by migrating to the vendor's cloud service solution and conducting a comprehensive quality self-assessment in preparation for the department's 5-year external quality assurance review.

---

[1] International Standards for the Professional Practice of Internal Auditing (Standards) – Performance Standards 2010 Planning and 2020 Communication and Approval

Work Plan Fiscal Years 2023 & 2024

	% of Effort	2022-23 Hours	% of Effort	2023-24 Hours
DIRECT SERVICES				
Audit Services				
Core Processes:				
Attractive Items		200		
Procure to Pay (Jaggaer)		500		
Construction				800
Decentralized Human Resource Controls				800
Academic Areas:				
PBF Data Integrity		500		400
Preeminence Data Integrity		500		500
College of Nursing				800
Degree Certification				800
Information Technology (IT):				
End User Computing		500		
Decentralized IT		700		
Identity Management		External		External
Remote Access				700
DSO: IT Governance Assessment				750
Research				
USFH Research				700
Regulatory/Compliance				
Driver and Vehicle Information Database Access (DAVID)				250
Direct Support Organizations (DSOs)		4,300		4,300
Follow-up; Coordinate External Audits		850		600
Subtotal		8,050		11,400
Consulting & Other Direct Services				
Quality Assurance Review Self-Assessment		500		-
Risk Assessment		600		600
Fraud Awareness		200		200
Human Capital Management System		200		200
Other Services - compliance, financial, IT				300
Investigations @ 10%		2,900		2,900
Contingency @ 7%		1,800		2,000
TOTAL DIRECT SUPPORT	49%	14,250	60%	17,600
INDIRECT SUPPORT				
Activities Include: Leave, Holiday, Training, Administrative Activities, Quality Assurance Program		11,514		11,520
On Boarding		400		-
Audit Management Software Migration		500		-
TOTAL INDIRECT SUPPORT	43%	12,414	40%	11,520
VACANCY	8%	2,456		-
TOTAL HOURS AVAILABLE (CAE + 13 STAFF)	100%	29,120	100%	29,120

71

Agenda Item: iii.b

USF Board of Trustees
September 6, 2022

Issue: Tenure Nomination as a Condition of Employment
_____

Proposed action: Approve Tenure as a Condition of Employment
_____

Executive Summary:

Administrators such as the President, Provost, Deans, Chairs, and senior faculty who are recruited to USF 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 **– August 23, 2022**

Supporting Documentation Online (*please circle*):　　(Yes)　　　　　　No
- Memorandum to William Weatherford, Chair, USF Board of Trustees
- Tenure Nominations as a Condition of Employment
- Faculty Profiles

USF System or Institution specific: USF

Prepared by: Elizabeth Bell, Interim Senior Vice Provost

UNIVERSITY of
SOUTH FLORIDA

MEMORANDUM

DATE: September 6, 2022

TO: William Weatherford, Chair

FROM: Rhea F. Law, President

SUBJECT: Tenure as a Condition of Employment Nomination

I am requesting approval by the USF Board of Trustees of the enclosed Tenure as a Condition of Employment Nomination at USF. 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 and the academic community.

Enclosures

Faculty Nomination for Tenure as a Condition of Employment
USF Board of Trustees Meeting – September 6, 2002

College	Name	Rank	Department/School	Degree of Effort	Previous Institution	Tenure at Previous Institution
USF Health College of Medicine	Shivalingappa Swamynathan, PhD	Professor	Department of Ophthalmology	1.00	University of Pittsburg	Yes

University of South Florida 1
Tenure Nominations as a Condition of Employment

<div style="border:1px solid black; display:inline-block; padding:8px;">

MORSANI COLLEGE OF MEDICINE

</div>

Shivalingappa Swamynathan, PhD, MSc

Dr. Swamynathan will join the USF Health, Morsani College of Medicine (MCOM) on December 1, 2022 as Professor with the Department of Ophthalmology. Dr. Swamynathan is an internationally recognized researcher for his work in ocular surface development and its gene expression. He comes to USF from the University of Pittsburgh School of Medicine, where he served as a tenured associate professor in the Department of Ophthalmology, and also the Director of the Tissue Culture and Histology Core Module. Dr. Swamynathan earned an MSc degree from the Indian Agriculture Research Institute, New Delhi in 1990, and a PhD at the Center for Cellular and Molecular Biology, Hyderabad, India in 1996. He completed postdoctoral fellowships at the University of Missouri-Columbia in 2000, and at the National Eye Institute, NIH, Bethesda, MD in 2005. Dr. Swamynathan has been awarded more than $7 million in external funding as Principal Investigator with the current year finding of more than $900,000, with two R01 NIH grants. He has published 45 peer-reviewed publications, and 28 abstracts. He has extensive teaching and mentoring experience with several of his trainees establishing themselves as professors, and senior scientists with independent research funding. Dr. Swamynathan has served as a reviewer for numerous journals, and on the Editorial Board for the *Journal of Ophthalmology.* He is an invited member of numerous study sections for the National Science Foundation, and Department of Defense. He is an invited presenter at national and international meetings and conferences, most recently at the ICER meetings in Northern Ireland, and Australia, and at the Massachusetts Eye and Ear Institute at Harvard University, the LV Prasad Eye Institute, Hyderabad, and the Center for Cellular and Molecular Biology, Hyderabad. The department APT Committee, Dr. Ramesh Ayyala, department chair, the MCOM APT Committee, Dr. Haywood Brown, MCOM Vice Dean, Dr. Charles Lockwood, Senior VP for USF Health, and President Rhea Law all concur to recommend Dr. Swamynathan for tenure at the rank of Professor.

USF Board of Trustees Meeting – September 6, 2022

Agenda Item: iii.c

USF Board of Trustees
(September 6, 2022)

Issue: USF System Textbook & Instructional Materials Affordability and Transparency Annual Report

Proposed action: Requires BOT approval and submission to the BOG by September 30, 2022

Executive Summary: The State University System of Florida "Textbook & Instructional Materials Affordability and Transparency Annual Report" documents USF; 1) compliance with the 45-day textbook adoption requirement; 2) institutional policies relevant to the issue; and 3) efforts to reduce costs to students.

Financial Impact:

_____

Strategic Goal(s) Item Supports: Goal 1
BOT Committee Review Date: August 23, 2022
Supporting Documentation Online (*please circle*):   Yes   No
Prepared by: Alexander Neff, Director of USF Libraries Data Analytics and Textbook Affordability

Textbook and Instructional Materials Affordability Annual Report

Instructions
1. Complete each tab/worksheet as designed. The template reflects the interpretation of the reporting requirements by Board staff.
   Do not edit the content of the template. Expand the response space as needed.
2. Statutory due date is September 30, 2022.
3. If there are questions, contact Lynn Nelson, Director of Student Affairs - lynn.nelson@flbog.edu
4. Include the university contact name and email for the staff who completed the report below:
   University Contact Name and Email: Alexander Neff - neffa@usf.edu

Textbook and Instructional Materials Affordability Annual Report
Fall 2021 and Spring 2022

University Submitting Report:
University of South Florida

Date Approved by the University Board of Trustees:
6-Sep-22

Signature of Chair, University Board of Trustees:

Signature of Vice President for Academic Affairs:

Signature of President:

Textbook and Instructional Materials Selection Process

Report the textbook and instructional materials selection process used for general education courses with high enrollment. Include the course prefix(es) and number(s), the course title(s), and the total number of courses (*n=*). In column "F," use the drop-down arrow in each cell to select the appropriate selection process. The methodology for determining high enrollment courses is as follows: *Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment.*

General Education Courses with High Enrollment		Total Number of Courses (n =)	Selection Process	If "other," describe
Course Prefix & Number	Course Title			
ENC1102	Composition II	185	Combination of the Above	
ENC1101	Composition I	183	Combination of the Above	
CHM2045	General Chemistry I	20	Combination of the Above	
STA2023	Introductory Statistics I	82	Combination of the Above	
MAC1105	College Algebra	35	Combination of the Above	
MAC1147	Precalc Algebra/Trigonometry	27	Combination of the Above	
ECO2013	Econ Princpl (Macroeconomics)	27	Combination of the Above	
BSC2010	Bio I - Cellular Processes	14	Combination of the Above	
PSY2012	Intro to Psychological Science	38	Combination of the Above	
SYG2000	Introduction to Sociology	36	Combination of the Above	
BSC2085	Anatomy Phys I for Hlth Prof	9	Combination of the Above	
ENC3250	Professional Writing	85	Combination of the Above	
HUM1020	Introduction to Humanities	43	Combination of the Above	
BUL3320	Law And Business I	27	Combination of the Above	
ECO2023	Microeconomic Principles	27	Combination of the Above	
SPC2608	Public Speaking	76	Combination of the Above	
PHY2053	General Physics I	13	Combination of the Above	
EVR2001	Intro to Environmental Science	12	Combination of the Above	
CGS2100	Computers In Business	17	Combination of the Above	
EGN3000L	Foundations of Engineering Lab	15	Combination of the Above	
GEB4890	Strategic Mgmt/Decision Making	32	Combination of the Above	
MAC2233	Business Calculus	49	Combination of the Above	
PSY3213	Research Methods in Psych	49	Combination of the Above	
PHI2010	Introduction to Philosophy	33	Combination of the Above	
MAC2311	Calculus I	31	Combination of the Above	
MUH3016	Survey Of Jazz	3	Combination of the Above	

Courses with No Cost for Textbooks/Instructional Materials

Report all institution's course title(s) and number of section(s) (*n=*) that did not require or recommend the purchase of a textbook(s)/ instructional materials and/or utilized open educational resources.   These may include general education courses, upper level courses, and courses for directed independent study, internships, thesis/dissertation, etc.

Fall 2021	
Total Number of Course Sections Offered	*n* **= 9,514**
Course Title(s) with No Cost to the Student for Course Materials	**Number of Section(s)**
Abnormal Psychology	1
Accounting Internship	1
Acting I	2
Acting III	1
ACTING THE SONG	1
Adaptive Team Leadership	2
Adv Chinese Conversation I	1
Adv Directed Study & Research	1
Adv Illustration	1
Adv Investment Analysis/Mgmt	1
Adv Org Chem II: Physi-Org	1
Adv Program Design	1
Adv Undergrad Research Exp	4
Adv Video, Animation, Dig.Arts	2
Advanced Adv Creativity	1
Advanced Ceramics	1
Advanced Design Practicum	1
Advanced Drawing	1
Advanced Laboratory	1
Advanced Media Strategy	1
Advanced Painting	1
Advanced Photography	1
Advanced Printmaking	1
Advanced Public Relations	2
Advanced Sculpture	1
Advertising Management	1
Advertising Media Strategy	2
African American Literature	1
Aging in Special Populations	1
Air Force Mgmt & Leadership I	1
Alternative & Renewable Energy	1
Alzheimer's Disease Management	1
Am Lit From Begin to 1860	1
American History I	9
American History II	1
American National Government	1
Analysis Of Algorithms	2
Anat/Phys Lab I-Health Profs	6
Anatomy Phys I for Hlth Prof	1
Anatomy Phys II for Hlth Prof	1
Anatomy Physi Lab II Hlth Prof	2
Ancient History I	1
Applied Anthropology	3
Applied Data and Information	1
Applied Jazz Performance	2
Applied Jazz Piano Principal	1
Applied Jazz Piano Principal	1
Applied Robotics	1
Applied Securities Analysis	1
Applied Violin	1
Arc Freehand Drawing Methods	1
Archaeoastronomy	1
Architectural History I	1
Army Physical Readiness	2
Art and Art History Internship	2
Art History Practicum	1
Art, Music, Health, & Movement	1
Arts Industry	1

Arts/Humanities Honors	7
Athletic Coaching Scient Prin	1
Audition Workshop for Actors	1
Automata Thry/Formal Languages	1
Avant Garde	1
Backstage Pass to Health Prof	1
Ballet II	1
Ballet III	1
Ballet IV	1
Ballet Variations	2
Basic Biochemistry Laboratory	6
Basic Conducting	1
Basic Marketing	1
Bassoon Major	1
Bassoon Principal	1
Bassoon Principal	1
Bassoon Principal	1
Beaches/Coastal Environments	1
Beginning Ceramics	2
Beginning Drawing	3
Beginning Drawing Graphic Arts	1
Beginning Painting	3
Beginning Photography	3
Beginning Printmaking	5
Beginning Sculpture	3
Behavioral Health & the Family	1
Behavioral Hlthcare Field Exp	3
Bio I - Cellular Processes	1
Bio II - Biological Diversity	1
Biological Prin For Non-Majors	1
Biology Internship	3
Biology Skills	1
Biomedical Engineering	1
Biomedical Ethics	4
Biostatistics in Society	2
BME Industry Internship Exp.	1
Brain-Computer Interfaces	1
Brand Journalism	1
Brass Choir	1
British History to 1688	1
Broadcast News	4
Bus Analytics/IS Internship	1
Bystander Interventions	1
Capstone	1
Capstone/Senior Project	1
Career Developmt in Psychology	2
Careers in Public Health	1
Cell Biology	1
Cell Biology Laboratory	2
Cello Major	1
Cello Major	1
Cello Major	1
Chemical Engineering Lab I	4
Chemistry for Sustainability	1
Child & Adolescent Social Devl	1
Childhood Ed Intern Level III	6
Childhood Educ Intern Level II	3
Children's Issues Beh Health	1
Chinese Film	1
Choreography I	1
Choreography III	1
Clarinet Major	1
Clarinet Major	1
Clarinet Major	1
Clarinet Major	1
Clarinet Principal	1
Clarinet Principal	1
Clarinet Principal	1

Classical Greece	1
Classical Roots of Amer. Law	2
Climate Change	1
Clinical Education III	2
Clinical Hematology	1
Clinical Immunohematology	1
Clinical Laboratory	1
Cloud Computing for IT	1
CMOS-VLSI Design Lab	2
Coaching Core Methods	1
Coaching Practicum	1
Cognitive Psychology	1
College Peer Health Education	1
Comics	1
Communication Senior Capstone	3
Communications Agency	1
Community Internship	1
Community Practicum Mental Hlt	1
Comparative Law	1
Competing on Analytics	1
Complex Health Nursing I Clin	6
Complex Health Nursing II	3
Complex Health Nursing II Clin	13
Complex Health Nursing II Clin	1
Computational Geometry	1
Computational Methods	1
Computer Aided Design & Engr	2
Computer Animation	1
Computer Architecture Lab	4
Computer Networks Lab for IT	2
Computer Tool Lab	1
Computer Vision	1
Computers In Business	1
Computing Massive Parallel Sys	1
Concepts and Practices II	3
Concrete Construction Material	3
Conflict in the World	1
Connectomics	1
Contemp Performance Theory	1
Contemp Thinking in Astronomy	1
Contemporary Health Science	3
Contemporary Social Problems	1
Control of Mobile Robots	1
Co-Occurring Disorders	1
Co-Op Education, Alternating	2
Co-Op Education, Parallel	3
Cost Control Hospitality Ops	2
Creative & Design Thinking	1
Creative Perf Chamber Ensemble	1
Criminal Rights/Procedures	1
Critical Issues in Policing	1
Critical Issues in Public Hlth	10
Critical Issues in Reality TV	1
Critical Thinking	1
Cryptography and Coding Theory	1
CSE Project	1
Cultural Anthropology	2
Cultural History of Berlin	1
Cultural Studies & Comm	1
Curating Digital Collections	1
Curriculum/Inst in Phys Educ	1
Cyber-Physical Systems	1
Dance Senior Seminar	1
Data Stg & Anlys with Hadoop	1
Database Design/Administration	1
Deep Learning Fundamentals	1
Descriptive Astronomy	4
Design Practicum	1

Design Signs and Symbols	2
Design/Mgmt Land & Water	1
Dev Health Professions Portfol	1
Developing Adaptive Leaders	2
Differential Geometry	1
Digital Drawing	1
Digital Health	2
Digital Identity	2
Digital Marketing	2
Digital Media	1
Digital Modeling	1
Direct Reading	1
Directed Reading	1
Directed Reading	1
Directed Reading in Mass Comm	1
Directed Readings	1
Directed Readng	1
Directed Research	2
Directed Research in Aging	3
Directed Study	1
Directed Study	5
Directed Study	1
Directed Study	1
Directed Study	1
Directed Study	1
Directed Study	2
Directed Study	1
Directed Study	5
Directing I	1
Disaster by Design	1
Discovering Research in Psych	1
Diverse Children's Literature	1
Double Bass Principal	1
Double Bass Principal	1
Drama Sp.Top:	1
Drama-Special Topics	1
Drone Videography	1
Drug Abuse Prevent/Treatment	1
Economic Development	2
Economic Geography	1
Economics of Business Strategy	1
Economics of Health	1
Economics of Inequality	1
EE Design 1	1
EE Design 2	1
Elec Music-Analog Synthesis I	1
Elec Music-Digital Synthesis I	1
Elect Music-Real-Time Perf I	1
Engineering Analysis	1
Engineering Analytics I	2
Entrepreneur/Small Bus Mgmt	1
Environ Sci & Policy Seminar	2
Environmental Engineering Lab	4
Environmental Ethics	2
Environmental Field Methods	2
Environmental Issues	1
Environmental Regulation	2
Environmental Sci Internship	1
Environmental Science Lab	6
ENVISION Sustain Communities	1
ESOL Practicum	1
Ethical Issues/Profess Conduct	3
Ethics and Criminal Justice	1
Euphonium Principal	1
Euphonium Principal	1
Europe	1
Evolut USAF Air&Space Power I	2
Exemplary Treatment Practices	1

Experimental Design/Analysis	4
Expl Cross-Cultural Diversity	1
Feminist Media Studies	1
Feminist Media Studies	1
Field Experience I	2
Field Experience III	2
Field Work	1
Field Work	2
Film and Media Theory	1
Fin. Modeling and Analytics	3
Final Intern Seminar	1
Finance Internship	1
Flute Major	1
Flute Major	1
Flute Major	1
Flute Principal	1
Flute Principal	1
Flute Principal	1
Flute Principal	1
Food and Culture	1
Food Microbiology	1
Forensic Investigations	1
Formal Logic	1
Found of Evaluation & Research	3
Foundation of USAF Part I	2
Foundation PH Writing	2
Foundations of Cybersecurity	1
Foundations of Engineering Lab	7
Foundations of Food Safety	2
Foundations of PH Immunology	1
French Horn Major	1
French Horn Major	1
French Horn Principal	1
French Horn Principal	1
French Horn Principal	1
Fund of Digital Circuits Lab	3
Fundamental of Digital Circuit	2
Fundamentals of Ballet	1
Fundamentals of Maneuver War	1
Fundamentals of Modern Dance	1
General Chemistry I	11
General Chemistry II	4
General Chemistry II Lab	4
General Physics I Laboratory	4
General Physics I Laboratory	7
General Physics II Laboratory	3
General Physiology Lab	6
Geographic Perspectives Honors	12
Geography Colloquium	1
Geography of Europe	1
Geologic History of Florida	1
Geology Colloquium	1
Geology For Engineers	1
Geometry	1
Geometry Connections	1
Geotechnical Engineering Lab	3
German Television	1
GIS for Sustainability	1
Global Conservation	2
Global Experience Workshop	1
Global History since 1750	1
Gods, Heroes, and Monsters	1
Golf I	3
Great Performances on Film	1
Guitar Studio	1
Haptics	1
Health Scien. Internship	1
History of Life	1

History of Spanish Language	1
History of Sports	1
Hlth Asses Well Prev Ac LS Lab	9
Homeland Security	1
Honors Capstone	10
Honors Psych Seminar 2nd Sem	1
Honors Sem: Major Works/Issues	1
Honors Thesis	2
Honors Thesis	1
Honors Thesis	3
Honors Thesis	8
Hospitality Internship	1
Hospitality Speaker Series	2
Human Aspects of Cybersecurity	1
Human Histo&MolePathDisease	1
Human Resource Management	1
Human Sexual Behavior	2
Human Variation	1
Human-Computer Interfaces	2
Ind Study in Computer Science	4
Independ Research	1
Independ Study	1
Independent Research	1
Independent Study	1
Independent Study	1
Independent Study	3
Independent Study	1
Independent Study	2
Independent Study	1
Individual Research	3
Individual Research	1
Individual Research	2
Individual Research	1
Industry Internship	5
Industry Internship	1
Industry Internship for IT	1
Indv Fitness/Wellness Program	1
Info Security Mgmt. for IT	1
Information Architecture	1
Information Behaviors	1
Innovative Team Leadership	2
Instructional Decision Making	1
Instrumental Conducting	1
Integ Curric: Soc Sci/Hum/Art	1
Integr Clinical Experience K-5	1
Integrated Final Internship	1
Integrated Internship 6-12	1
Integrated Mgmt Applications	2
Intercultural Music/20th Cent	1
Interdis Knowledge & Learning	25
Interdisciplinary Inquiry	1
Intermed Inorganic Chem Lab	4
Intermediate Ceramics	2
Intermediate Draw Graphic Arts	2
Intermediate Drawing	3
Intermediate Laboratory	1
Intermediate Painting	4
Intermediate Photography	2
Intermediate Price Theory	1
Intermediate Printmaking	1
Intermediate Russian I	1
Intermediate Sculpture	1
Intern English Ed	1
Intern I: Mid School Math Ed	1
Intern Science Ed	1
Intern Social Science Ed	1
Internship	3
Internship	2

Internship	2
Internship	2
Internship	1
Internship	2
Internship in History	2
Internship: Elementary Educ	2
Internship: Mathematics Ed	1
Internship: Music Education	1
Interpreting Practicum II	1
Int'l Whiskey & Culture	1
Intro Ambulatory Care Nursing	1
Intro Chem & Biomolecular Eng	1
Intro Comm Sciences/Disorders	1
Intro Digital Architecture	2
Intro LGBTQ Cultures	1
Intro Physical Geography Lab	1
Intro Research in BC Sciences	1
Intro to Architect Design II	2
Intro to Comparative Politics	1
Intro to Computer Programming	1
Intro to Databases for IT	2
Intro to Electronic Music	1
Intro to Environmental Policy	1
Intro to Environmental Science	4
Intro to Food	1
Intro to Forensic Science	1
Intro to Health Disparities	2
Intro to Hospitality & Tourism	2
Intro to Intelligence Studies	1
Intro to Math Statistics I	1
Intro to Mil & Vet Health	1
Intro to Physical Geography	1
Intro to Teaching Profession	2
Intro to Technical Theatre I	1
Intro to Women's Studies	6
Introduction to Anthropology	1
Introduction to Beer Science	1
Introduction to Drug Discovery	1
Introduction to Earth Science	2
Introduction to EOH	4
Introduction To Ethics	3
Introduction to Humanities	16
Introduction to Literature	2
Introduction to Naval Science	1
Introduction to Oceanography	2
Introduction to Philosophy	5
Introduction to Public Health	5
Introduction to Social Work	1
Introduction to Sociology	8
Iss: American Civil Rights	1
Issues in Caribbean Religions	1
Italian Americans on Screen	1
Japanese V	1
Jazz Bass Major	1
Jazz Dance	1
Jazz Ensemble	2
Jazz Percussion Major	1
Jazz Theory & Improvisation I	1
Junior Performance Project	1
Karst Environments	1
Karst Hydrogeology	1
Keyboard Skills Music Educ I	3
Laboratory I	3
Laboratory II	2
Lang & Cognitive Skills in ASL	2
Language and Food	1
Language, Culture & Film	1
Leadership & Personal Devl	3

Leadership Fundamentals	6
Learn & Devl in School Context	1
Learning Asst. Bio Diversity	1
Learning Asst. Genetics	1
Lect Contemporary Bio	1
Linear Controls Laboratory	3
Listening and Performance	1
Live Action Filmmaking	1
Management Internship	1
Managing Information Resources	1
Marine Aquaculture	1
Marine Climate Change	1
Marketing Internship/Practicum	1
Marketing Management Problems	4
Marketing Research	1
Math for all Students	1
Mathematical Modeling	1
Mathematics Senior Thesis	1
Mech Manufactuing Processes	1
Mechanical Engineering Lab II	4
Mechanics of Materials Lab	3
Media Ecology & Moving Images	1
Medical Bacteriology	1
Medical Botany	1
Medical Sociology	2
Medical/Applied Entomology	1
MEMS I: Chem/Biomed Sensors	1
Meth Teaching Eng: Mid Sch	2
Methods for Applied Statistics	1
Mgmt Health Info Systems	1
Microbio Undergrad Research	4
Microbiology Lab Hlth Prof	1
Microprocessor Laboratory	2
Microprocessor Principles/Apps	1
Middle Level Education	1
Middle Sch Math Ed Practicum I	1
Miscarriages of Justice	1
Mobile Biometrics	1
Mobile/Personal Communication	2
Modern Biomedical Technologies	1
Modern Chinese I	3
Modern Chinese III	1
Modern Dance I	1
Modern Dance II	1
Modern Dance III	1
Modern Dance IV	1
Modern Epidemiology	1
Modern Short Prose	1
Molecular Microbiology	1
Movement for Actors	1
Multidis Behavioral Healthcare	2
Music and Culture	2
Music and Medicine	1
Music Hist/Baroque And Classic	1
Music Hist/Med And Renaissance	1
Music Hist/Romantic/20th Cent	1
Nanomedicine	1
Narrative Persp Exc: Cul & Eth	1
Natl Sec Aff &Actv Duty Prep I	1
Natural Sciences Honors	4
Naval Ships Systems I	1
Navigation/Naval Operations II	1
Neuroanatomy	1
News Editing and Social Media	1
Nonprofit Leadership	1
North American Archaeology	1
Numerical & Computer Tools I	2
Numerical & Computer Tools II	1

Nurs Care Wom Child & Fam Clin	6
Nutrition for Fitness & Sport	1
Oboe Major	1
Oboe Principal	1
Oboe Principal	1
Oboe Principal	1
Occupational Health and Safety	2
Online Communication	1
Operating Systems	1
Organic Chemistry II	1
Organic Chemistry Lab I	4
Organic Chemistry Lab II	2
Organizational Communication	1
Overview PH Programs Policies	5
Packaging Design	1
Paleoecology	1
Pat Cen Care Ess Nur Prac Lab	8
Patterns of Criminal Behavior	1
Peer Leading in Chemistry	3
Peer Mentorship II	1
People Analytics	1
Percussion Ensemble	1
Percussion Major	1
Percussion Major	1
Percussion Principal	1
Percussion Principal	1
Percussion Principal	1
Performance	2
Performance and Video	1
Personnel	1
Persuasion in Digital Media	1
Philosophy of Mind	1
Photojournalism I	1
Phys Ed Pre-Intern: Secondary	1
Physical Activity Diverse Pops	1
Physiology of Movement	1
Piano Ensemble	1
Piano Major	1
Piano Major	1
Piano Major	1
Piano Principal	1
Piano Principal	1
Planning for Emergencies	1
Popular Music Ensemble	1
Port Sustainability	1
Portfolio	1
Prac Exp Teacher Candidate Edu	2
Practical Chinese	1
Practical Hardware Security	1
Preceptorship	3
Prehistoric Human Evolution	1
Prejudice, Stigma & Race	1
Prejudice, Stigma & Race	1
Prev Cardiology Health Prof	1
Principles Naval Management I	1
Principles of Ecology Lab	7
Principles of Finance	1
Pro Seminar: Creative Brain	1
Pro Seminar: Psy. of Religion	1
Pro Seminar: Psychology @ Work	1
Problems in General Physics I	2
Problems in General Physics II	2
Process Dynamics and Control	1
Production Involvement I	6
Production Involvement II	7
Production Practicum	1
Prof Form Engineers 1	1
Prof Form Engineers 2	1

Prof Form Engineers 3	1
Professional Seminar	1
Professional Success	1
Professionalism in Crim and CJ	1
Programming Concepts	1
Programming Concepts Mech Engr	2
Programming Design	1
Psych Tests & Measurement	1
Psych/Mental Hlth Nur Clinical	4
Psychological Statistics	3
Psychology of Film	1
Psychology of Juries	1
Psychology of Learning	2
Pt Care: Ess Nur Prac Clinical	15
Pub Health/Pathog Microbiology	1
Public Health Emergencies	1
Public Health Nursing Clinical	1
Public Policy	1
Public Speaking	1
Race & Gender in Pop Film & TV	1
Race, Colonialism, and	1
Race, Memorialization & Museum	1
Racism in American Society	1
Radio Freq Microwave Measuremt	1
Read & Basic Skills Soc St	1
Reading Practicum	3
Real Estate Decision Making	1
Real Estate Internship	1
Real World	1
Recontextualizing Dutch	1
Rehabilitation Engineering	1
Religion & Leadership	1
Remote Sensing of Environment	1
Research in Community Settings	1
Research Methods in Biology	1
Research Methods in Geography	1
Research Methods in Psych	1
Research Mthds Crim Justice I	2
Restaurant Operations	1
Robotics and AI	1
Robotics Process Automation	1
Russian Civilization	2
Saxophone Major	1
Saxophone Principal	1
Saxophone Principal	1
Saxophone Principal	1
Says Who?	1
Scalability-Entrepreneur Firms	1
Schools and Society	2
Sci/Tech/Society Interaction	1
Science for all Students	1
Scientific/Medical Terminology	4
SCM Capstone Project	1
Secondary Sci Ed Practicum	1
Secure Coding	1
Sedimentary Rocks & Processes	1
Seismology	1
Sel Top: Video/Anima/Dig Art	3
Select Topics in Humanities	1
Selected Topics in Business	2
Selected Topics In Marketing:	1
Selected Topics In Theatre	2
SEM: Sexual Violence	1
Sem:Cell and Molecular Biology	1
Sem:Popular Media&Crime&CJ	1
Seminar in Ethics	4
Seminar in Marine Biology	1
Seminar in Microbiology	1

Seminar in Pharmacy	1
Seminar in the Social Sciences	1
Senior Capstone for BSAS/BGS	4
Senior Choreography Project	1
Senior Mechanical Design	1
Senior Portfolio	1
Senior Project in Info Tech	3
Senior Project: Research	1
Senior Semester Math Education	1
Senior Seminar	1
Senior Seminar in Music Educ	1
Senior Seminar in Science Ed	1
Senior Seminar: COMM & WI	1
Senior Thesis	1
Separations Chemistry	1
Sex, Health, & Decision-Making	1
Soc/Behavioral Sciences Honors	8
Social Media in Sport Mrkting	1
Social Psychology	3
Social Relationships	1
Social Science Statistics	1
Social Work Data Management	2
Sociobiology	1
Software Engineering	1
Software Testing	1
Spanish Health Professions 2	1
Special Skills In Movement	1
Special Topics:	1
Special Topics: Letterpress	1
Specialized Terminology	1
Sport as Performance	1
Sport Skill Proficiency	1
Spvsd Research in Computer Sci	1
Sr Sem in Interpreter Training	1
Sr Sem in Social Science Ed	1
Sr Seminar in English Ed	1
ST: Data Visualization	1
ST: Limnology	1
ST: Microbiological Research	1
ST: Social Justice in CJ	1
ST: Spanish Paleography I	1
Standards Based Education	1
Stellar Astronomy & Cosmology	1
Strategic Learning	1
Strategic Mgmt/Decision Making	4
Strategies for Veteran Success	1
Stress, Health, and Disease	1
String Quartet	3
String Techniques	1
Structural Geology & Tectonics	1
Studio Theatre Performance I	3
Studio Theatre Performance II	1
Styles Of Acting	1
Survey in Exercise Science	1
Survey of Human Diseases	1
Sustainable Develop & Religio	3
Sustainable Energy	1
Sustainable Energy	1
Sustainable Transportation	1
Sustaining the Earth	1
Symbolic Computations in Math	1
Systems Analysis and Design	1
Teach Elem K-6 Social Studies	1
Teach Mthds Middle Grade Sci I	1
Teach Stu Ltd Eng Proficiency	1
Teaching Mid Grades Social Sci	1
Team Dynamics	1
Tech for Leading & Learning	2

Technical Theatre in Dance	1
Technical Theatre Lab I	2
The City	1
The Renaissance	1
The Teacher as Researcher	1
Theater and Culture	1
Topics in Sculpture	1
Trad. Chinese Lit. Translation	1
Transliterating	2
Transportation and Society	1
Trombone Major	1
Trombone Principal	1
Trombone Principal	1
Trombone Principal	1
Trumpet Major	1
Trumpet Principal	1
Trumpet Principal	1
Trumpet Principal	2
Trumpet Principal	1
Tuba Major	1
Tuba Major	1
Tuba Major	1
Tuba Principal	1
Tuba Principal	1
TV News	1
TV Practicum: Florida Focus	2
TV Production and Direction	2
Twentieth Century Art	1
Typography	1
UG Comprehensive Exam	1
UG Research in Marine Microbio	1
Undergraduate Research	9
Undergraduate Research	4
Undergraduate Research	1
Undergraduate Seminar	1
Undergraduate Seminar	1
Understanding Dance Experience	1
Understanding World Cultures	2
University Marching Band	1
University Orchestra	1
University Singers	1
University Success	1
Use of Chemical Literature	4
Vector Calculus	1
Video Storytelling	1
Video, Animation, Digital Arts	4
Viola Major	1
Viola Major	1
Viola Principal	1
Violin Major	1
Violin Major	1
Violin Principal	1
Violin Principal	1
Violoncello Principal	1
Violoncello Principal	1
Violoncello Principal	1
Visual Design for Global Media	1
Voice For Actors	1
Voice Major	1
Voice Major	1
Voice Major	1
Voice Major	1
Voice Principal	2
Voice Principal	2
Voice Principle	2
War and Society	2
Water Quality and Treatment	1
Water Resources Engineering I	1

Weight Mngmnt: Fact. vs. Fictn	2
Weight Training	1
Wetland Environments	1
Wildlife Research Methods	1
Wind Ensemble	3
Winning with Analytics	1
Wireless Circuits/Systems Lab	3
Women, Environment, and Gender	1
Women's Studies Internship	1
Workforce & Leadership Dvlpmnt	2
World Dance Topics	1
Writing For Radio and TV	2
Writing For The Theatre	1
Writing Lives	2
Writing Research Pub BCS	1
Written French Culture Context	1
TOTAL	4125

Spring 2022	
Total Number of Course Sections Offered	**n =** 9,281

Course Title(s) with No Cost to the Student for Course Materials	Number of Section(s)
19th-Century American Novel	1
20th Century Dance History	1
3D Animation	1
Abnormal Psychology	1
Accounting Internship	2
Acting II	1
Acting III	1
Addictive Tx with Special Popu	1
Admin Fitness/Wellness Centers	1
Administration of ALFs	1
Adv Chinese Conversation II	1
Adv Directed Study & Research	1
Adv Illustration	1
Adv Undergrad Research Exp	4
Adv Video, Animation, Dig.Arts	2
Advanced Adv Creativity	1
Advanced Ceramics	1
Advanced Cyber Security	1
Advanced Design Practicum	1
Advanced Drawing	1
Advanced Graphic Design	1
Advanced Inorganic Chemistry	1
Advanced Laboratory	1
Advanced Marine Biology	1
Advanced Math for BME	1
Advanced Painting	1
Advanced Photography	1
Advanced Printmaking	1
Advanced Receptive Voicing	1
Advanced Scientific Diving	1
Advanced Sculpture	1
Advanced Technology	1
Advanced Typography	1
Advertising Management	1
African American Literature	1
Air Force Mgmt & Leadership II	1
Alcohol Drugs and Crime	1
Algebra Connections	1
Alzheimer's Disease Management	1
American Drama	1
American History II	9
Analysis Of Algorithms	1
Analytic Forensic Case Studies	1
Anat/Phys Lab I-Health Profs	2
Anatomy Phys I for Hlth Prof	1
Anatomy Phys II for Hlth Prof	1

Anatomy Physi Lab II Hlth Prof	5
Animal Behavior	2
Applied Jazz Performance	3
Applied Jazz Piano Principal	1
Applied Jazz Piano Principal	1
Applied Research Methods	1
Applied Securities Analysis	1
Applied Violin	1
ApplJazz Percussion Principal	1
Arc Freehand Drawing Methods	1
Archaeoastronomy	1
Archaeological Methods	1
Archaeological Science	1
Archaeology	1
Architectural History II	1
Army Physical Readiness	2
Art and Art History Internship	4
Art History Practicum	1
Arts Industry	1
Arts/Humanities Honors	11
Astrophysics Laboratory	1
Audience Engage/Media Analysis	1
Auto/Connected Transp	1
Backstage Pass to Health Prof	1
Bacterial Stress Responses	1
Ballet II	1
Ballet III	1
Ballet IV	1
Ballet Variations	2
Bassoon Major	1
Bassoon Major	1
Bassoon Principal	1
Becoming a Spec Ed Teacher	1
Beginning Ceramics	2
Beginning Drawing	6
Beginning Painting	3
Beginning Photography	3
Beginning Printmaking	1
Beginning Reporting	1
Beginning Sculpture	3
Behavioral Health & the Family	1
Behavioral Hlthcare Field Exp	4
Bio I Cellular Processes Lab	4
Bioarchaeology	1
Biological Anthropology	2
Biological Anthropology Lab	1
Biology Internship	2
Biology of Film	1
Biomedical Engineering	1
Biomedical Physiology	1
Biophysical Chemistry	1
Biostatistics in Society	2
Black American Cinema	1
Black Women in America	1
BME Design II	2
BME Industry Internship Exp.	1
BME Lab I	2
BME Research Experience	4
Brass Choir	2
British History to 1688	1
Broadcast News	4
BSIS Senior Capstone	1
Bus Analytics/IS Internship	1
Bus Honors Professional Dev II	1
Buyer Behavior	1
Capstn Wtr Resources/Envr Dsgn	1
Capstone Struc/Geo/Matl Design	2
Career Developmt in Psychology	2
Careers in Geology	1
Careers in Public Health	1

Cave & Karst Geology	1
Cell Biology Laboratory	1
Cello Major	1
Cello Major	1
Cello Major	1
Chamber Singers	1
Chemical Engineering Lab II	4
Childhood Ed Intern Level III	3
Childhood Educ Intern Level II	8
Children's Issues Beh Health	1
Choral Techniques	1
Choreography II	1
Choreography IV	1
Christians, Pagans, Heretics	1
Civil Engineering Laboratory	1
Clarinet Major	1
Clarinet Major	1
Clarinet Major	1
Clarinet Major	1
Clarinet Principal	1
Clarinet Principal	1
Clarinet Principal	1
Classics of Judaism	1
Classics of Late Analytic	1
Clinical Chemistry	1
Clinical Education III	1
Clinical Microbiology	1
Cloud Computing for IT	1
Coaching Core Methods	1
Coaching Practicum	1
Cognitive Psychology	1
College Algebra	3
Comm Culture & Community	1
Communication Senior Capstone	3
Communications Agency	1
Community Internship	1
Community Practicum Mental Hlt	1
Comparative Law	1
Complex Health Nursing I Clin	17
Complex Health Nursing II	1
Complex Health Nursing II Clin	6
Computational Geology	1
Computational Geometry	1
Computational Methods	1
Computer Aided Design & Engr	1
Computer Animation	1
Computer Animation	1
Computer Architecture Lab	4
Computer Networks Lab for IT	2
Computer Programming for BME	1
Computer System Design Lab	2
Concepts and Practices II	6
Concrete Construction Material	3
Conflict in the World	1
Contemp Chinese Lang & Society	1
Contemp Performance Theory	1
Contemp Thinking in Astronomy	1
Contemporary Health Science	4
Contemporary Indigenous Art	1
Contemporary Social Problems	1
Control of Mobile Robots	1
Co-Occurring Disorders	1
Co-Op Education, Alternating	2
Co-Op Education, Parallel	2
Cost Control Hospitality Ops	1
Crisis Leadership in Disasters	1
Critical Issues in Public Hlth	12
Critical Writing	1
Cross-cultural Communication	1
Cryptographic Hardware	1

Cryptography & Data Security	1
CSE Project	1
Cultural Anthropology	1
Daily Life in Ancient Greece	1
Dance Pedag:Secondary Cur Mths	1
Dance Pedagogy: Internship	1
Data Analytics	1
Data Analytics with R	1
Database Design/Administration	1
Decline & Fall of the Roman	2
Descriptive Astronomy	1
Design of Solar Power Plants	1
Design Practicum	1
Dev Health Professions Portfol	1
Dig Sgnl Process Fld Progrmble	1
Digital Archaeology	1
Digital Dinosaurs	1
Digital Drawing	1
Digital Fabrications	1
Digital Health	1
Digital Identity	2
Digital Marketing	4
Digital Media	1
Digital Modeling	1
Digital Printmaking	1
Directed Individual Study	1
Directed Internship Practicum	2
Directed Reading	1
Directed Reading	1
Directed Reading	1
Directed Reading in Mass Comm	2
Directed Readings	1
Directed Readings	2
Directed Research	2
Directed Research	1
Directed Research in Aging	1
Directed Study	3
Directed Study	1
Directed Study	1
Directed Study	1
Directed Study	4
Directed Study	1
Directed Study: Math Education	1
Directing I	1
Disability Studies	2
Disaster by Design	1
Disease Biology	1
Double Bass Principal	1
Double Bass Principal	1
Drugs and Behavior	1
East Asian Cinema	1
Economics of Women and Work	1
EE Design 1	1
EE Design 2	1
Elec Music-Digital Synthesis 2	1
Electrical Eng Internship	1
Elementary Analytical Chem	2
EmbedSys	1
Emerging Infectious Diseases	1
Environ Sci & Policy Seminar	2
Environmental Engineering Lab	5
Environmental Field Methods	2
Environmental Hydrology	1
Environmental Justice	1
Environmental Law and Crime	1
Environmental Regulation	1
Environmental Sci Internship	1
Environmental Science Lab	6
Environmental Site Assessment	1
ESOL Competencies & Strategies	1

ESOL Practicum	1
Estuarine Environments	1
Ethical Issues/Profess Conduct	4
Euphonium Principal	1
Evolut USAF Air&Space Power II	2
Evolution of Warfare	1
Excel/Data Model Busn Analytic	1
Exemplary Treatment Practices	1
Experimental Design/Analysis	4
Facilities Mgmt in Hospitality	1
Fact-Checking	1
Fate & Trans of Chem in Env	1
Feminist Ethics	1
Field Experience II	2
Field Prgm Gate Array Design	1
Field Work	1
Field Work	5
Film Noir and the Western	1
Fin. Modeling and Analytics	2
Final Intern Seminar	1
Final Internship	1
Finance Internship	1
Financial Statement Analysis	1
Fitness/Wellness Internship	3
Florida Archaeology	1
Florida Politics & Government	1
Flute Choir	1
Flute Major	1
Flute Major	1
Flute Major	1
Flute Principal	1
Flute Principal	1
Flute Principal	1
Food & Drink in Antiquity	1
Forensic Investigations	1
Formal Logic	1
Found of Evaluation & Research	3
Foundation of USAF Part II	2
Foundation PH Writing	2
Foundations of Cybersecurity	1
Foundations of Engineering Lab	6
Foundations of Food Safety	2
Foundatns of Infection Control	1
French For Business	1
French Horn Major	1
French Horn Major	1
French Horn Major	1
French Horn Principal	1
French Horn Principal	1
French IV	1
Fund of Digital Circuits Lab	3
Fundamental of Digital Circuit	2
Fundamentals of Ballet	1
Fundamentals of Modern Dance	1
General Business Honors Thesis	1
General Chemistry I	2
General Chemistry II	3
General Genetics Lab	1
General Physics I Laboratory	3
General Physics II Laboratory	2
General Physics II Laboratory	7
General Physiology Lab	5
Geographic Perspectives Honors	18
Geography Colloquium	1
Geologic History of Florida	1
Geology Colloquium	1
Geology For Engineers	1
Geospatial Data Analytics	1
Geotech/Transportation Design	1
Geotechnical Engineering II	1

German Language & Culture	1
Global Conservation	1
Global Env Perspectives	1
Global History since 1750	1
Global Leadership	1
Global Sourcing	1
Global Whisky Traditions	1
Global/Multicul Persp in Ed	1
Gods, Heroes, and Monsters	1
Golf I	1
Graphic Design	2
Great Performances on Film	1
Green Engineering for Sustain	1
Guitar Studio	1
Hands-on Cyber Security	1
Hands-on Dev Ops	1
Happiness and Well-Being	6
Health Comm & the Media	1
Health Information Sources	1
Hist 17th/18th Century Europe	1
History of Life	1
History of Sports	1
Hlth Asses Well Prev Ac LS Lab	4
Honors Capstone	13
Honors Seminar	1
Honors Seminar	1
Honors Seminar	1
Honors Seminar in Pharmacy	1
Honors Special Topics	1
Honors Thesis	1
Honors Thesis	3
Honors Thesis	4
Hospitality Digital Marketing	1
Hospitality Internship	1
Hospitality Speaker Series	1
Hum Behavior/Social Environ I	2
Human Sexual Behavior	1
Human-Computer Interfaces	1
Humanities Pro-Seminar	1
Hydrogeology	1
Illustration I	1
Ind Study in Computer Science	5
Independent Research	1
Independent Study	1
Independent Study	2
Independent Study	2
Independent Study	1
Independent Study	2
Independent Study	3
Individual Research	1
Individual Research	2
Individual Research	1
Industry Internship	5
Industry Internship	1
Industry Internship for IT	4
Indv Research in Mass Comm	1
Infectious/Contagious Diseases	1
Info Security Mgmt. for IT	1
Info Systems Honors Thesis	1
Information Architecture	1
Information Behaviors	1
Information Literacy	1
Instructional Design	1
Instrumental Conducting	1
Integr Clinical Experience K-5	1
Integrated Final Internship	1
Integrated Internship 6-12	1
Integrated Mgmt Applications	2
Intell/U.S. Foreign Policy	1
Interactive Data Visualization	1

Interdis Knowledge & Learning	7
Interdisciplinary Inquiry	1
Intermed Inorganic Chem Lab	3
Intermediate Ceramics	2
Intermediate Drawing	3
Intermediate Laboratory	1
Intermediate Painting	3
Intermediate Photography	2
Intermediate Price Theory	1
Intermediate Printmaking	1
Intermediate Sculpture	1
Intern English Ed	1
Intern II Mid School Math Ed	1
Intern Science Ed	1
Intern Social Science Ed	1
Internship	2
Internship	2
Internship	5
Internship	1
Internship	2
Internship Crim Justice Majors	1
Internship in History	3
Internship in Humanities	1
Internship in PE: Elementary	1
Internship in PE: Secondary	1
Internship: Early Childhood	3
Internship: Elementary Educ	7
Internship: Mathematics Ed	1
Internship: Music Education	1
Interpreting Practicum II	1
Intro Arch Design & Graphics	2
Intro Chem & Biomolecular Eng	1
Intro Comm Sciences/Disorders	1
Intro Digital Architecture	2
Intro Japanese Popular Culture	1
Intro Mathematical Economics	1
Intro Physical Geography Lab	1
Intro to Architect Design II	2
Intro to Bioastronautics	2
Intro to Computer Programming	1
Intro to Databases for IT	2
Intro to Disorders of Hearing	2
Intro to Elect/Test Instrum	1
Intro to Environmental Policy	1
Intro to Environmental Science	5
Intro to Food	1
Intro to Forensic Science	1
Intro to Hearing Science	2
Intro to Intelligence Studies	1
Intro to Int'l Relations	1
Intro to Public Health GIS	1
Intro to Tactical Leadership	3
Intro to Teaching Profession	1
Intro to Technical Theatre I	1
Intro to the Black Experience	1
Intro to the Clinical Process	1
Intro to Video Prod for PR/Adv	1
Intro to Women's Studies	6
Intro/Clin/Proc	1
Introduction to Beer Science	1
Introduction to Business	1
Introduction to Design I	1
Introduction to Earth Science	2
Introduction to Energy Policy	1
Introduction To Ethics	4
Introduction to Humanities	20
Introduction to Literature	1
Introduction to Oceanography	2
Introduction to Philosophy	2
Introduction to Poetry	1

Introduction to Public Health	5
Introduction to Sociology	8
Introductory Statistics I	3
IRS VITA Tax Practicum	1
Islamic Art/Architecture	1
ISS Internship	1
Issues in Caribbean Religions	1
Issues in hospitality	1
Italian Food in Film	1
Japanese Calligraphy	1
Japanese VI	1
Jazz Bass Major	1
Jazz Ensemble	2
Jazz Keyboard Skills	1
Jazz Percussion Major	1
Jazz Theory & Improvisation II	1
Jews, Christians, Muslims	1
Jr. Performance	1
Keyboard Skills II	2
Keyboard Skills IV	1
Keyboard Skills Music Ed II	2
Laboratory I	2
Laboratory II	2
Language and Society	1
Language, Culture & Film	1
Latina/Latino Lives	1
Latina/o/x Media Studies	1
Leadership Fundamentals	4
Leadership in a Complex World	2
Leadership in Chg Environments	2
Leadership/Great Outdoors	1
Learning Assist. Cellular Proc	1
Learning Assistant Bio Div	1
Learning Asst. Genetics	1
Learning Asst. Molecular Bio	1
Lectures in Contemporary BIO	1
Linear Controls Laboratory	2
Literature, Gender & Sexuality	1
MAKE: Hands-On Engr Design	1
Malware Analysis & Rvrs Eng	1
Management Honors Thesis	1
Management Internship	1
Managing Information Resources	2
Marine Aquaculture	1
Marketing Honors Thesis	5
Marketing Internship/Practicum	1
Marketing Management Problems	6
Materials Selection	1
Mathematics Senior Thesis	1
Maths of Quantum Computing	1
Measurement for Teachers	1
Mech Manufactuing Processes	1
Mechanical Engineering Lab II	4
Mechanics of Materials Lab	3
Mechatronics for Innovation	1
Media & Civil Rights Movement	1
Medical Botany	1
Medical Mycology	1
Meth of Teaching Eng: Pract	2
Meth Tch Eng: High School	1
Methods for Envi Poli Analysis	1
Methods in Paleobiology	1
Microbial Phys/Genetics Lab	1
Microbio Undergrad Research	1
Microbiology Lab Hlth Prof	1
Mid Sch Math Ed Practicum II	1
Middle School Math Methods II	1
Miscarriages of Justice	1
Modern Chinese II	2
Modern Chinese IV	1

Modern Dance I	1
Modern Dance II	1
Modern Dance III	1
Modern Dance IV	1
Modern European History I	1
Modern Latin America	1
Molecular Biology of the Cell	1
Molecular Microbiology	1
Movement for Actors	1
Multidis Behavioral Healthcare	2
Museums, Monuments and	1
Music and Culture	3
Music Hist/Baroque And Classic	1
Music Hist/Med And Renaissance	1
Music Senior Seminar	1
Music Theory II	1
Musical Theater Scene Study	1
Nat Disasters and Comm Recov	1
Natl Sec Aff&Prep Actv Duty II	1
Natural Sciences Honors	3
Nav/Naval Operations I	1
Naval Ships Systems II	1
Neighborhood News Bureau	1
News Editing and Social Media	1
Numerical & Computer Tools II	2
Nurs Care Wom Child & Fam Clin	17
Oboe Major	1
Oboe Major	1
Oboe Principal	1
Online Communication	2
Operating Systems	1
Optical Product Technology	1
Organic Chemistry II	1
Organic Chemistry Lab I	2
Organic Chemistry Lab II	3
Organizational Communication	1
Ottoman Imperial Identity &	1
Overview PH Programs Policies	5
Pandemics in World History	1
Parasitology	1
Pat Cen Care Ess Nur Prac Lab	3
Peer Leading in Chemistry	3
Penetration Testing for IT	1
Percussion Ensemble	1
Percussion Major	1
Percussion Major	1
Percussion Major	1
Percussion Principal	1
Percussion Principal	1
Percussion Principal	1
Performance	1
Persuasion in Digital Media	1
Philosophy of Mind	1
Philosophy of Science	1
Philosophy of Social Sciences	1
Phys Ed Pre-Intern: Elementary	1
Physical Chemistry Lab	1
Piano Ensemble	1
Piano Major	1
Piano Major	2
Piano Principal	1
Popular Music Ensemble	1
Port Sustainability	1
Prac Exp Teacher Candidate Edu	1
Practical Chinese	1
Practicing Sustainability	1
Practicum/Career Dev Athletes	1
Precalc Algebra/Trigonometry	1
Preceptorship	14
Principles Naval Management II	1

Principles of Ecology Lab	7
Principles of Immunology	1
Principles of Managerial Acc	1
Pro Seminar Psych & Legl Systm	1
Problems in General Physics I	2
Problems in General Physics II	2
Process Dynamics and Control	1
Production Involvement I	8
Production Involvement II	5
Prof Form Engineers 1	2
Prof Form Engineers 2	1
Prof Form Engineers 3	1
Prof/Ethical Issues in Engr	1
Prof/Ethical Issues in Engr	1
Professional Selling	2
Professional Seminar	1
Professional Success	1
Professionalism in Crim and CJ	1
Programming Concepts Mech Engr	1
Programming With Data	1
Promotional Video Production	1
Pro-Sem: History & Law.	1
Psych/Mental Hlth Nur Clinical	6
Psychology of Juries	1
Psychology of Learning	1
Pt Care: Ess Nur Prac Clinical	6
Public Finance	1
Public Health Emergencies	1
Public Health Nursing Clinical	3
Public Policy	1
Public Speaking	7
Quantum Computing and Comm	2
Race and Crime	1
Racial and Ethnic Relations	1
Racism in American Society	1
Real Estate Decision Making	1
Real Estate Internship	1
Regulatory & Clinical Ops	1
Repertory I	1
Repertory II	1
Research Methods in Geography	1
Research Mthds Crim Justice I	3
Restaurant Operations	1
RF/Microwave Circuits II	2
Robotics Process Automation	1
Role Trans & Ldshp in Nurs	3
Russia in Cinema	1
Russian Lang/Culture/Film II	1
Saxophone Major	1
Saxophone Principal	1
Saxophone Principal	1
Saxophone Principal	1
Scalability-Entrepreneur Firms	1
Scenic Design	1
Schools and Society	1
Science for all Students	1
Science of Weight Management	1
Scientific Diving	1
Scientific Diving	1
SCM Capstone Project	1
SCM Internship	1
Seapower & Maritime Affairs	1
Secure Coding	1
Sedimentary Environments	1
Sedimentary Rocks & Processes	1
Sel Top Theatre - BRIT Prog	1
Sel Top: Video/Anima/Dig Art	2
Sel Topics in Criminology	3
Selected Topics In Dance	2
Selected Topics In Theatre	2

Self Defense Women	1
Sem: Aiding in Prison Reentry	1
Seminar in Ethics	8
Seminar in Marine Biology	2
Seminar in the Social Sciences	2
Senior Capstone for BSAS/BGS	3
Senior Capstone Seminar	1
Senior Choreography Project	1
Senior Mechanical Design	2
Senior Project in Info Tech	2
Senior Project: Portfolio	1
Senior Semester Math Education	1
Senior Seminar	1
Senior Seminar	1
Senior Seminar in Music Educ	1
Senior Seminar in Phys Educ	1
Senior Seminar in Science Ed	1
Senior Thesis	1
Senior Workshop For Actors	1
Sexualities Studies	1
Shattering the Looking Glass:	1
Shattering the Looking Glass:	1
Silkscreen	1
Small Bus Mgt Entreprenurship	1
Soc/Behavioral Sciences Honors	7
Social Media	1
Social Media in Sport Mrkting	1
Social Psychology	2
Social Psychology	5
Social Relationships	1
Social Science Statistics	3
Social Work Data Management	2
Software Engineering	1
Span. for Bus & Intl Trade II	1
Spanish Linguistics	1
Special Skills In Movement	2
Special Topics in Hospitality	1
Special Topics: Photo	1
Specialized Terminology	1
Sport as Performance	2
Sport Marketing	1
Spvsd Research in Computer Sci	4
Sr Sem in Social Science Ed	1
Sr Seminar Early Childhood Ed	1
Sr Seminar in English Ed	1
ST: Data Visualization	1
ST: Microbiological Research	1
ST: Sizzling Images	1
ST: Spanish Paleography II	1
ST: Topics in Food Comm.:	1
ST:Advanced Video Storytelling	1
ST:Freelancing Writing&Editing	1
Stable Isotope Geochemistry	1
Standards Based Education	1
Statistical Inference	2
Stellar Astronomy & Cosmology	3
STEM Integration Elem Classrm	1
Stereotype & Prejudice	1
Str Resilience for App Com Cxt	1
Strategic Mgmt/Decision Making	4
Strategies for Veteran Success	1
Street Foods From Around	1
String Quartet	3
String Techniques	1
Structural Geology & Tectonics	1
Student Consulting Project	1
Studio Theatre Performance I	5
Studio Theatre Performance II	4
Styles Of Acting	1
Survival Physiology	1

Sustainable Develop & Religio	2
Sustainable Human Systems	1
Sustaining the Earth	1
Symbolic Computations in Math	1
System-on-Chip Designs	1
Tactical Leadership Foundation	3
Teach Elem K-6 Social Studies	2
Teaching Elem School Science	2
Teaching Social Science Themes	1
Tech for Leading & Learning	1
The Business of eSports	1
The City	1
The Irish in America	1
The Politics of Women's Health	1
The Teacher as Researcher	2
Theater and Culture	1
Theories of Culture	1
Time Series and Forecasting	1
Top: Incarceration	1
Topics in Sculpture	1
Trombone Major	1
Trombone Principal	1
Trombone Principal	1
Trombone Principal	1
Trumpet Major	1
Trumpet Principal	1
Trumpet Principal	1
Trustworthy Infrastructures	1
Tuba Major	1
Tuba Major	1
Tuba Major	1
Tuba Principal	1
Tuba Principal	1
TV News	1
TV Practicum: Florida Focus	2
TV Production and Direction	1
Twentieth Century Art	1
Undergrad Research Exp	2
Undergraduate Research	8
Undergraduate Research	7
Undergraduate Research	2
Undergraduate Research	1
Undergraduate Research	1
Undergraduate Seminar	1
Undergraduate Seminar	1
Understanding Dance Experience	1
Understanding World Cultures	2
University Orchestra	1
University Pep Band/WintrGuard	1
University Singers	1
Urban Geography	1
Use of Chemical Literature	3
Vector Calculus	1
Vertebrate Zoology Laboratory	2
Video, Animation, Digital Arts	4
Viola Major	1
Viola Major	1
Viola Principal	1
Violin Major	1
Violin Major	1
Violin Principal	2
Violin Principal	1
Violoncello Principal	1
Violoncello Principal	1
Visual Design for Global Media	1
Visual Storytelling	1
Voice Major	2
Voice Major	1
Voice Principal	2
Voice Principal	2

Voice Principle	3
Vu at USF	1
War and Society	2
Weight Management	2
Weight Training	1
Wetland Environments	2
Wildlife Research Methods	1
Wind Ensemble	3
Wireless Circuits/Systems Lab	4
Women, Environment, and Gender	1
Women's Studies Internship	1
Workforce & Leadership Dvlpmnt	3
World Dance Topics	1
World Regional Geography	1
Writing For Radio and TV	1
Writing for the Mass Media	1
Yoga	1
TOTAL	4212

Agenda Item: iii.d

USF Board of Trustees
September 6, 2022

Issue: Florida Equity Report

_____

Proposed action: Approve USF SUS Equity Report

_____

Executive Summary:

The Florida Equity Report is required under the Florida Educational Equity Act (Section 1000.05 F.S.) and the Florida Board of Governors Regulation 2.003 Equity and Access. It identifies, measures and provides an analysis of equity, as well as recommendations by which the institution may make improvements for the appropriate representation of women and minorities in selected areas.

Financial Impact:

There is no proposed financial impact.

_____

Strategic Goal(s) Item Supports: Student Success
BOT Committee Review Date: Academics and Campus Environment Committee: August 2, 2022
Supporting Documentation Online (*please circle*): Yes   No
Prepared by: Kevin Jones, PhD, Director of Analytics, Office of Diversity, Equity, and Inclusion

2022 Florida Equity Report

University of South Florida

(Intentional Blank Page)

Florida Equity Report:
Enrollment, Sex Equity in Athletics, and Employment
Report Year: 2022

Data Year: July 2020 – June 2021

Approved by:

_____ Date _____
Will Weatherford, Chair, USF Board of Trustees (or designee)

Approved by:

_____ Date _____
Rhea Law, President, USF

Submitted by:

_____ Date _____
Dr. Elizabeth Hordge-Freeman, Senior Advisor to the President and Provost for
Diversity and Inclusion

Office of Diversity, Equity, and Inclusion
4202 E. Fowler Avenue
Tampa, FL 33620
Phone: 813-974-0537
Fax: 813-974-4375
hordgefreema@usf.edu

2022 Florida Equity Report | University of South Florida

Table of Contents

4

2020 Florida Educational Equity Act Report
University of South Florida
Year 2020-2021

Part I. Executive Summary

The Annual Florida Equity Report is required under Florida Statutes as stipulated in the following documents: The Florida Educational Equity Act (Section 1000.05 F.S.) and the Florida Board of Governors Regulation 2.003 Equity and Access. Each year, the University of South Florida (One USF) Equity report provides an analysis of key equity indicators identified by the Florida Board of Governors. The report identifies, measures, and provides an analysis of equity and performance, and it provides recommendations that clarify opportunities for improvement to achieve the appropriate representation of protected classes, including women and minorities, in selected areas.

In 2020, under the leadership of Chair Brian Lamb, the Florida Board of Governors produced a diversity, equity, and inclusion (DEI) memo intended to clarify expectations for measurable performance outcomes and foster opportunities to share and/or develop practices that would facilitate the advancement of SUS DEI initiatives. The four critical components of that memo included: 1) listening and feedback processes, 2) learning and training processes, 3) recruitment, talent development and advancement processes, and 4) supplier diversity. Where appropriate, the analysis of the trends highlighted in this report will be analyzed in the context of these four critical components.

A. Description of Plan Development

The USF Office of Diversity, Equity, and Inclusion (ODEI) coordinated and compiled the Florida Equity Report with several University departments across all three campuses to produce each section of the report. These units and their lead coordinators are listed in Appendix A. The data that form the basis of this report were provided by the Office of Decision Support and includes hiring data from the Office of the Provost, student services data from the Office of Student Success, and Athletics. Prior to submission, the data were reviewed by the Academics and Campus Environment Advisory Council (ACEAC), the Board of Trustees Academics and Campus Environment Committee (ACE), and, finally, the President and the Board of Trustees of the University of South Florida.

B. Summary of Institutional Progress

Policies and Procedures in Support of Equity (Part II)

The University of South Florida's policies for Non-Discrimination and Title IX are included in this document.

Academic Programs (Part III)

In this section of the report, we analyze data related to enrollment, retention/graduation rates, and program completions. The major findings from the section include:

The University of South Florida's First Time in College (FTIC) enrollment of underrepresented students increased to 51.4% from 43.7% in the previous year. The gender composition remained relatively consistent with women representing 58% of FTIC students and men representing 42%. USF's transfer enrollment increased proportionally for all underrepresented racial and ethnic groups, except Hispanic, which decreased by 1% from 27% to 26%. The proportion of female transfers remained consistent with women representing 61% of the transfer population, down slightly from 62.2% in the previous year.

In the 2020-2021 year, the overall six-year graduation rate at USF increased to 75%, up from the previous year's rate of 73.7%. During the past five years, the achievement gap among underrepresented groups was eliminated and, in some cases, underrepresented students graduated at a higher rate than white students. USF recognizes the continuing gender gap in male graduation rates and is strengthening academic advising to improve male student attainment. USF has also developed strategic initiatives to continue outreach to underrepresented students with the goal of sustaining our current achievements and cultivating a more diverse student body. Efforts to support the increased enrollment of undergraduate Black students over the past several years is being addressed with collaborations between the Black Leadership Network and the Office of Student Success.

As it relates to graduate and professional program enrollment, after several years of increasing gains in the enrollment of Hispanic students this number dropped 4% in 2020 – 2021, while Black student degree achievement remained flat. As these two groups represent the largest groups of underrepresented racial and ethnic minorities at USF, efforts to establish pipeline programs at the graduate and professional level would be beneficial. In all areas of graduate programs (masters, doctoral, and professional), the proportion of women enrolled was greater than the proportion of men.

In the previous 2019-2020 Equity Report, we identified opportunities for improvement with regards to Academic Programs. Having achieved increases in the majority of all racial and ethnic student populations, we articulated the need to focus less on effort and more on outcomes that illustrate how we have advanced our equity goals. USF was successful in improving its processes towards systemizing its ongoing equity goals as demonstrated by our initiatives.

Goals for 2021-2022: Our goals for 2021-2022 focus on increased participation from our community partners and their respective stakeholders to drive the enrollment of underrepresented minorities, as well as the continued use of strategic approaches to admission yield. This includes building genuine relationships and partnerships with diverse communities and connecting with diverse populations as early as middle school. Additional options that should be considered include training faculty, advisors, coaches, and staff to more effectively support and recognize the challenges and stresses that underrepresented, non-traditional, and international students face,

from initial enrollment, through their academic and co-curricular experiences, and, ultimately, graduation.

Gender Equity (Part IV)

Across the eleven metrics of gender equity in athletics, our analysis reveals that USF was in compliance, as it relates to the provision of resources and support for the participation of female athletes. There are still important efforts to be taken to ensure sex equity. While 57% of the undergraduate student population is female, the sex composition of athletes is 49% female and 51% male. The training facilities and locker rooms to support sports for each group are comparable, but we believe there are opportunities for improvement related to the provision of scholarships and the addition of sports. Women receive 37.7% of the athletic scholarships, while men receive 62.3%.

Goal for 2021-2022: Our goal is to increase the availability of funding for female student-athletes and to review salary equity for all sports.

Employment Presentation (Part V)

Overall, the total number of **tenured faculty** slightly decreased from the year 2020 to the 2021 year (from 853 to 813 faculty). Of tenured faculty, Asian faculty and those identifying as Two or More Races had the greatest proportional gains over the past year, with their numbers increasing by 3% and 13%, respectively. Rates for the number of tenured faculty over the past five years were flat with notable gains being made by faculty in two groups: Asian faculty (31% increase), and faculty identifying as Two or More Races (86% increase). The number of Hispanic faculty has decreased by 19% when compared to five years ago, with a -14% decrease from 2020 to 2021. Tenured faculty who are women represented 36.6% of all tenured faculty in 2021, while men represented 63.3%. Women remain significantly underrepresented as tenured faculty. This proportional disparity has remained relatively unchanged in comparison to the previous year, but it represents an 8% increase from five years ago.

Among **tenure-track faculty**, USF experienced a 11.7% decrease in tenure-track faculty between Fall 2020 and Fall 2021 due to a reduction in hiring (COVID-19 related). All racial categories experienced either no growth or a decline during this period except for those who identify as Two or More Races who increased by 63%. Overall, the number of tenure-track faculty has reduced by 42% over the past five years. Hispanic faculty numbers have experienced the greatest decrease with 38% fewer than last year and a 78% decline compared to 2016. With diversity, equity, and inclusion being a core commitment of USF's strategic plan, as well as the university's aspirational goal of becoming a Hispanic Serving Institution, the fact that tenured and tenure-track Hispanic faculty continue to decline calls for an immediate assessment and systematic course correction. The most notable observation is that, over the past five years, the number of faculty who identify as Two or More Races increased by 117%. In terms of gender, women are represented almost equally with men, representing 48.9% of tenure-track faculty (a number that has declined 0.6% since 2016). Men make up 51% of tenure-track faculty, a number that has increased by 0.6% since 2016).

The number of **non-tenure earning faculty** in 2020-2021 has experienced a 25% increase when compared to the 2016 numbers. These trends are reflected across all racial and ethnic groups except among Hispanic faculty, who decreased by 9% since last year. Notably, the number of faculty identifying with Two or More Races increased 163% since 2016. Hispanic faculty experienced the highest percentage of decline both over last year (9% decline) and over the past five years (2% decline). Women represent 55% of non-tenure earning faculty, which is a number that has increased by 2% since 2016.

Overall, women are underrepresented in tenure and tenure-earning faculty positions and represent the majority of non-tenure earning faculty. Among racial and ethnic groups, Hispanic faculty numbers have declined the most across all faculty ranks, even as Hispanic student enrollment has steadily increased. Black faculty numbers have been steady or slightly declining since 2016 but declined by 8% since last year. Asian faculty are over-represented in all faculty ranks relative to their proportion of the population; however, they have had declines in tenure-track faculty numbers. Further data and analysis are necessary to determine why this is happening, especially as tenured faculty are the single largest source of senior academic and institutional leadership at USF. Without a strong, diverse base, growing inclusive leadership will become more challenging. The faculty numbers for American Indian/Alaskan Native and Native Hawaiian/Pacific Islander are very low and are in some cases zero. Faculty trends suggest the need to support tenure-track hires and these efforts should emphasize equitable proportions of women and members of underrepresented racial and ethnic groups, especially Hispanic, Black, American Indian/Alaskan Native, and Native Hawaiian/Pacific Islander.

Goal for 2021 – 2022: USF should increase the proportion of under-represented tenured, tenure-track faculty, and non-tenure earning faculty who identify as female, Black, American Indian/Alaskan Native, Hispanic, and Native Hawaiian/Other Pacific Islander.

In terms of **Executive/Administrative/Managerial,** USF experienced a 16% increase in the overall number of employees in this category between Fall 2016 (406) and Fall 2021 (470). In comparison to five years ago, Black managers increased by 100% and those identifying as Two or More Races increased by 230% and Hispanics decreased by 17%. As mentioned earlier, further analysis should be conducted to determine why Hispanic representation is falling across multiple key areas at USF: faculty, administration, and student enrollment. In a state with a 26% Hispanic population, and 30% in Hillsborough County, where the university is located, this continued decline is unacceptable and needs to be addressed immediately. From Fall 2020 to Fall 2021, Black managers increased by 3% and those identifying with Two or More Races increased by 38%, while Hispanics decreased by 34% and Asians declined by 7%. Women represented 50.4% of managers, which is a 1.9% increase from five years ago.

Goal 2021 – 2022: USF should increase the overall proportional representation of managers who identify as female and/or a member of an underrepresented racial and ethnic group. In a comparative analysis using data from our peers, the composition of managers who are women and members of underrepresented groups is not proportionally represented. Given the student population, investments in recruitment of Hispanic and Black staff would support the success of our increasingly diverse students. Efforts to increase those numbers should be further bolstered.

Areas of Improvement and Achievement (Part VI)

Our review of comparative national standards for management occupations allows us to determine that women should represent 55% of managers, but they represent 50% at USF. Comparative peer data about Asian managers reveals they should represent 4.4% of managers, and they represent about 6% of USF's managers. Given comparative standards, our focus should include female, Hispanic, Black, American Indian/Native Alaskan, and Native Hawaiian/Other Pacific Islander, which are represented at levels that are lower than our peer data. The university needs to take a proactive stance and evaluate current support efforts specifically focused on underrepresented leadership and add mechanisms as needed. Specific examples include targeted recruitment, promotions, and orientation, with a concerted and deliberate effort to foster an inclusive leadership environment across all campuses.

Several areas of improvement have been embedded in the sections above in the form of future goals. In addition, there are numerous opportunities for improvement in connection to four major areas: 1) Student Access, Recruitment, Retention and Graduation, 2) Faculty and Staff recruitment, retention, and advancement, 3) Collaboration across academic and institutional units in order to embed USF Principles of Community, specifically Equity with Excellence across all units, and 4) Greater use of data infrastructure to advance equity beyond the metrics included in the Equity report.

We believe the Equity Report represents the preliminary stage of the thorough institutional self-assessment necessary to achieve our goals of becoming a more anti-racist and inclusive campus. As a direct response to the murder of George Floyd in 2020 and the subsequent Black Lives Matter movement, the University of South Florida launched its Diversity, Anti-Racism, and Equity (DARE) Dashboards: performance dashboards designed to complement the Equity Report. The DARE dashboards have established our baseline across numerous metrics, allowing us to identify the other fundamental factors related to experience and sense of belonging that are critical to student, faculty, and staff success. Most importantly, the DARE dashboards have allowed us to set goals and track our progress related to diversity, equity, and inclusion. The metrics included in the DARE dashboard contain many of the measures included in the Equity report as well as other subjective measures of experience fundamental to equity.

This past year USF also created a new position: Senior Advisor to the President and Provost for Diversity and Inclusion. Dr. Elizabeth Hordge-Freeman was appointed to this role in alignment with USF's Principles of Community, with the primary task of supporting the university's efforts to create a more unified and equitable campus. Strategic plan priorities include recruiting and retaining diverse students, faculty, and staff; enhancing academic programs and curricula; creating adaptable instructional and research workspaces; cultivating positive employee experiences; and fostering community partnerships. We will have detailed discussions and analyses regarding the role DEI initiatives play in USF's strategic plan in next year's Equity Report.

Protected Class Representation in the Tenure Process (Part VII)

Of the faculty who applied for tenure, 97% percent were granted tenure. In all, out of 29 faculty who were granted tenure, ten were women, ten were from underrepresented racial and ethnic groups, and four were both women and members of an underrepresented racial/ethnic groups.

Beyond considering who receives tenure once the application is submitted, USF is leveraging data analytics to determine the frequency with which pre-tenure faculty attrition is occurring, especially among under-represented groups.

Promotion and Tenure Committee Composition (Part VIII)
In the table included as part of Part VIII on the participation of underrepresented groups on tenure and promotion committees, the data reveal that USF has made significant improvements in the diversity of its tenure and promotion committees, with all Colleges having at least one underrepresented minority participant on a promotion and tenure committee, as well as a marked increase in female participation. For example, during the past academic year, the College of Arts & Sciences had 55% male and 45% female overall committee membership, a dramatic improvement over 2019-2020. Unfortunately, overall committee demographics remained homogenized, with white professors making up 70% of all tenure and promotion committees across USF. This disparity demonstrates the ongoing need for the university to ensure that committees encourage greater diversity in the tenure and promotions process and continue to develop practices to that end.

C. Budget Plan
One USF System has maintained resources that support equity goals and, in some instances, has identified other areas for improvement and added additional resources, which are detailed in Section IX of this report.

Part II. Review of Policies and Procedures

The policies that are specifically formulated to ensure equity at USF and their respective web links are:

- Anti-Discrimination Policy
- Diversity and Equal Opportunity Policy (Policy 0-007)
- Sexual Misconduct/Harassment Policy (Policy 0-004)
- Disability and Accommodations Policy (Policy 0-108)
- Recruitment and Hiring of University Employees (Policy 0-617)
- USF Principles of Community

Please note that while all regulations must be approved by the USF Board of Trustees, policies are not approved at BOT meetings. New and Amended policies are signed by the responsible office and the President.

Part III. Academic Program Reviews (A, B, and C)

The Academic Program Reviews covers undergraduate, graduate, and first professional degree enrollment as required by Florida statute. Tables 1-8 and the corresponding narrative will address section A, B, and C. These data are obtained from the Office of Decision Support through the Integrated Postsecondary Education Data System (IPEDS).

Table 1. First Time in College Enrollment

Table 1. First-Time-In-College Enrollment (Full-time)

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	TOTAL
Men	277	176	3	283	557	7	1082	120	85	2590
Women	204	252	3	339	727	1	1688	183	109	3506
Total Fall 2021	481	428	6	622	1284	8	2770	303	194	6096
Category % of Total Fall 2021	8%	7%	0%	10%	21%	0%	45%	5%	3%	100%
Total FTIC Fall 2016	196	398	6	357	924	7	2477	233	124	4722
Category % of Total Fall 2016	4%	8%	0%	8%	20%	0%	52%	5%	3%	100%
Percentage Change in number from Fall 2016 to Fall 2021	3.7%	-1.4%	0.0%	2.6%	1.5%	0.0%	-7.0%	0.0%	0.6%	0%

Source: IPEDS Part A, Fall enrollment by race, ethnicity, and gender. Full-time, First-time students.

USF's First Time in College (FTIC) Enrollment data for 2021-2022 reveal that underrepresented racial and ethnic groups comprise 51.4% of the FTIC population which is a significant increase from 2020-2021 where 43.7% was the racial and ethnic FTIC student population. The total FTIC student enrollment increased from 2016 to 2021 by 29%, from 4,722 to 6,096 students. The gender representation is relatively consistent with data from the previous year. For the 2021-2022 academic year, the USF FTIC enrollment included a proportion that was 58% female and 42% male.

The 51.4% of the FTIC student population is comprised of various racial and ethnic groups including: Black (7%), American Indian/Alaskan Native (0.1%), Asian (10%), Hispanic (21%), Native Hawaiian/Other Pacific Islander (0.13%), and Two or more (5%). White students represented 45%, Non-Resident Alien students represented 7.9%, and students identifying as Unknown represented 3.2% of USF's FTIC fulltime students during fall 2021 enrollment.

The FTIC Enrollment data indicated increases in all student populations with one exception from 2016 to 2021. Data in the following student groups revealed increases: Non-Resident Alien 145% (196 to 481), Black 7.5% (398 to 428), Asian 74% (357 to 622), Hispanic 38.9% (924 to 1,284), Native Hawaiian/Other Pacific Islander 14% (7 to 8), Two or more 30% (233 to 303), America Indian/Alaskan Native remained unchanged.

Opportunities for growth/development:

In 2020 – 2021 USF addressed the decline in enrollment and realized increases in the majority of all racial and ethnic student populations. We reviewed our admissions application process and adjusted outreach strategies while focusing on data-driven efforts to increase enrollment of underrepresented students. Specific outreach programs included a calling campaign where administrators, faculty, and staff reached out to admitted students from underrepresented populations to address any concerns or questions they might have had as they finalized their college decisions. USF also administered the Guaranteed Admissions Pathway Program (GAPP), designed to strengthen university-community engagement while increasing admissions opportunities for students of underserved populations. The Admissions Offices worked more closely with local high schools to increase visibility in schools with high achieving underrepresented students and hosted events virtually and some in person to reengage in the admissions process. Once students were admitted to USF, we were more strategic in our approaches to admissions yield, which included calling campaigns by various university and community stakeholders, including the Presidential African American Advisory Council, Presidential Latin Community Advisory Council, and the Advancing Latino Access and Success (ALAS) Task Force, along with university faculty and staff, which contributed to the increases in enrollment. Additional targeting materials focused on these respective communities were also beneficial. These initiatives will continue with the goal of increased participation from respective stakeholders.

Table 2. Florida Community College A.A. Transfers

Table 2. Florida Community College A.A. Transfers (Full-time)

	NRA	B	AI/AN	A	H	NH/OPI*	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Total Fall 2021	49	184	2	87	396		683	48	53	919	583	1502
Category % of Total Fall 2021	3%	12%	0%	6%	26%	0%	45%	3%	4%	61%	39%	100%
Total Fall 2016	51	206	6	99	363	3	942	63	74	1061	746	1807
Category % of Total Fall 2016	3%	11%	0%	5%	20%	0%	52%	3%	4%	59%	41%	100%
Category % Change from 2016 to 2021	0.4%	0.9%	-0.2%	0.3%	6.3%	-0.2%	-6.7%	-0.3%	-0.6%	2.5%	-2.5%	0%

Source: Student Instruction File. Full-time students.

For the 2021-2022 academic year, the USF Full-time Transfer student population included a proportion that was 61% female and 39% male. This percentage of transfer students indicated a significant transition in gender diversity, with a decrease in female student enrollment from 2016 to 2021 by 6.6% (1,061 to 991) and a decrease in male student enrollment from 2016 to 2021 by 22% (746 to 583).

Data comparisons from 2016 to 2021 in the following racial and ethnic student groups revealed an increase in Hispanic by 9% (363 to 396). Data also revealed a decrease in all other racial and ethnic student groups in Non-Resident Alien decreased by 3.9% (51 to 49), Black decreased by 10.6% (206 to 184), American Indian/Alaskan Native decreased by 66.6% (6 to 2), Asian decreased by 12% (99 to 87), and Two or more races decreased by 23.8% (63 to 48). Data also revealed a decrease in White students by 27.4% (942 to 683). The data represented a total decrease in transfer student enrollment from 2016 to 2021 by 16.9% (1,807 to 1,502).

Opportunities for growth/development:

The profile of our transfer students is significantly different than the profile of our FTIC students and continues to change each year. While there has been a decline in transfer student enrollment at USF, state college enrollment overall has declined significantly. While Florida has realized a 5.5 percent decrease in enrollment for transfer students in both community and state colleges, these numbers are also reflected at USF. New programs are being created that enhance outcomes and experiences and strengthen our transfer student pipeline by developing closer ties with our local community colleges. To assist in these efforts, a Transfer Success Student Council was created as an umbrella group for all things transfer at USF. Their mission is to champion and coordinate efforts to ensure transfer students succeed and graduate on time across OneUSF; to advance transfer student success through collaboration and action with our institutional, community, and state partners to ensure we are transfer ready; and to promote an institutional culture that values the contributions of transfer students and incorporates them into a culture of care that supports their success. Another initiative to assist with transfer student success was the

creation of a transfer dashboard as an operational resource to allow for proactive and timely outreach to students. The Transfer Dashboard has two primary features: a matriculation dashboard, which tracks the matriculation process from application to first semester enrollment, and a progression dashboard, which focuses on transfer student progression to graduation. This dashboard allows users to monitor the progress of transfer cohorts and other transfer interest groups as well as the ability to focus on individual students.

Table 3. Retention of Full-Time FTICs After One Year

Table 3. Retention of Full-Time FTICs After One Year

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	UNK	FEMALE	MALE	TOTAL
Fall 2020 Cohort	309	375	5	538	1244	4	2657	263	165	3296	2264	5560
Category % of Total	6%	7%	0%	10%	22%	0%	48%	5%	3%	59%	41%	100%
Enrolled Fall 2021	287	342	4	506	1111	4	2333	235	155	2973	2004	4977
Retention Rate	93%	91%	80%	94%	89%	100%	88%	89%	94%	90%	89%	90%

The overall retention rate for USF FTICs after one year was 90%, which was a slight decrease from the previous year (92%). The overall retention rates for females and males decreased respectively. Specifically, for female students, the retention rate was 90%, which was a decrease from the previous year 92%. For male students, the retention rate was 89%, which was a slight increase from the previous year 91%.

For Fall 2021 underrepresented racial and ethnic groups were retained based on the following data. Increases were realized for the following groups: Non-Resident Alien students at 93% (previous year 91%), Native Hawaiian/Other Pacific Islander students were retained at 100% (previous year 88%), American Indian/Alaskan Native 80% (previous year 75%).

All other student populations realized decreases as follows: Black students at 91% (previous year at 95%), Asian students at 94% (previous year of 95%), Hispanic students at 89% (previous year of 92%), and Two or More retained at 89% (previous year of 91%). White students were retained at 88% which is a decrease from previous year of 91% and students identified as Unknown were retained at the same rate as previous year at 94%.

Opportunities for growth/development:

The retention data slightly declined from the previous academic year. While historic declines were evidenced during the height of COVID-19, we continued to have a strong student retention rate, even with a slight decline. Our goal is to continue along the upward trajectory for student retention, increase our retention rate, and maintain our nationally ranked student success metrics with retention. Our academic performance and student success efforts have been augmented by university administration and government funding which sustained our retention and provided financial support to students impacting the retention from the freshmen to sophomore year. Continued efforts are planned to ensure students persist and move towards the achievement of their academic goals.

Table 4. Graduation Rate of Full-Time FTICs by Race/Ethnicity

Table 4. Graduation Rate of Full-Time FTICs by Race/Ethnicity	NRA	B	AI/AN	A/PI	H	NH/OPI	W	≥ TWO*	UNK	Female	Male	Total
2015-21 Cohort	184	400	3	348	1002	10	2530	210	70	2780	1977	4757
Category % of Total	4%	8%	0%	7%	21%	0%	53%	4%	1%	58%	42%	100%
Number of Graduates within 6 yrs from cohort	144	293	2	307	729	7	1881	131	56	2168	1382	3550
Percent Graduated	78%	73%	67%	88%	73%	70%	74%	62%	80%	78%	70%	75%
Number Still Enrolled in 6th Year from cohort	145	305	2	311	745	7	1921	136	58	2202	1428	3630
Percent Retained	79%	76%	67%	89%	74%	70%	76%	65%	83%	79%	72%	76%

Note: FTIC includes Beginners and Early Admits.

The overall graduation rate for USF after six years was 75% which remains relatively unchanged from the previous year at 74%. While female graduation rates remained the same at 78%, male graduation rate increase from 68% to 70%. A gender gap continues at the six-year graduation rate as female students graduated at a rate of 8 percentage points higher than male students.

With regard to racially and ethnically diverse students, four student categories exceeded the overall USF 6-year graduation goal of 77%, Non-Resident Alien (78%), Asian/PI (88%), and Unknown (80%). The majority of the other categories did not meet the six-year graduation goal of 77%, including Black (73%), American Indian/Alaskan Native (67%), Hispanic (73%), Native Hawaiian/Other Pacific Islander (70%), White (74%), and Two or more (62%).

Summary of Action steps to support student enrollment:

USF has continued its commitment to a timely completion while maintaining a diverse student population through various programs and initiatives.

- USF will continue to leverage predictive analytics in identifying students who need additional support and resources to succeed.
- USF will continue to utilize care management (case management) to identify and track the applicable level of care for students who need to utilize traditional campus resources to persist towards graduation; students who are at-risk and need intentional monitoring and specific resources; students who are at-risk and need immediate interventions.
- Academic Advocates continue to promote undergraduate student persistence, progression, and completion in support of key strategic University goals and measures by working with individually students who are in academic distress to remove barriers while providing services and programs in support of timely progression to graduation. This is accomplished through collaboration with academic departments, colleges and university personnel to review their progress and to advise them towards improved retention and progression to graduation.

- The Persistence Committee continues to meet biweekly to assist the academic advocates, academic advisors, first year programming, and other university key stakeholders with information about students in their curricular and co-curricular environments, by collaborating on challenges encouraged, critical interventions, and needed changes to policies and procedures that impact student success.

Table 5. Bachelor's Degrees Awarded by Race

Table 5. Bachelor's Degrees Awarded by Race										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2020-21										
Male	309	311	11	251	781	11	2071	159	155	4059
Female	242	682	11	385	1325	6	3037	264	214	6166
Total	551	993	22	636	2106	17	5108	423	369	10225
Category % of Total	5%	10%	0%	6%	21%	0%	50%	4%	4%	100%
AY 2015-16										
Male	129	307	3	221	657	17	2148	127	50	3659
Female	143	672	8	315	1120	12	3036	170	86	5562
Total	272	979	11	536	1777	29	5184	297	136	9221
Category % of Total	3%	11%	0%	6%	19%	0%	56%	3%	1%	100%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Table for 99.0000, all disciplines.

The number of USF bachelor's degrees awarded in the 2020-2021 academic year was 10,225, which was a slight decrease from the previous year (10,242). Of the degrees awarded, 60% were earned by female students and 40% were earned by male students, which remained consistent with the previous year.

Compared to the 2015-2016 academic year for bachelor's degrees awarded, USF realized an increase in the total number of bachelor's degrees awarded by approximately 10.8% in (9221 to 10,225). The number of degrees awarded to racially and ethnically diverse students was as follows: Non-Resident Alien 5% (551), Black 10% (993), America Indian/Alaskan Native 0% (22), Asian 6% (636), Hispanic 21% (2,106), Native Hawaiian/Other Pacific Islander 0% (17), and Two or more 4% (423). There was a slight decrease in degrees awarded to White students 50% (5,108) in comparison to the previous year of 50% (5,167).

While comparisons to the 2015-2016 academic year for bachelor's degrees awarded revealed increases in degrees awarded in all racial and ethnic student groups excluding Native Hawaiian/Other Pacific Islander from 0% to 0% (29 to 17) and White from 56% to 50% (5,184 to 5,108).

Opportunities for growth/development:

Our strategies to increase Black and Hispanic student recruitment through access at the high school, community college level and initiatives to retain students through graduation were realized in the increased graduation rates for these student populations and an increase in graduation rates for a majority of the racial and ethnic student populations. Hispanic students are attaining bachelor's degrees in increasing numbers in comparison to all other racial and ethnic student groups, although all groups increased in attaining bachelor's degrees with slight declines with Hawaiian/Other Pacific Islander and White student populations. The efforts to create access and provide appropriate resources to support student success contributed to the increased bachelor's degrees for racial and ethnic student groups. These successful efforts will continue and will be enhanced to increase the number of bachelor's degrees attained.

Table 6. Master's Degrees Awarded by Race

Table 6. Master's Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	UNK	TOTAL
AY 2020-21										
Male	409	86	4	91	163	3	548	35	41	1380
Female	285	198	3	114	288	3	1153	52	63	2159
Total	694	284	7	205	451	6	1701	87	104	3539
Category % of Total	20%	8%	0%	6%	13%	0%	48%	2%	3%	100%
AY 2015-16										
Male	382	71	3	62	133	2	641	15	39	1348
Female	235	194	3	104	214	1	1012	38	55	1856
Total	617	265	6	166	347	3	1653	53	94	3204
Category % of Total	19%	8%	0%	5%	11%	0%	52%	2%	3%	100%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Master's degrees. Table for 99.0000, all disciplines.

The number of USF Master's degrees awarded in the 2020 – 2021 academic year was 3,539, which was a slight increase from the previous year (3,422). Of the degrees awarded, 61% were earned by female students and 39% were earned by male students, which remained consistent with the previous year. Across all groups, women earned a greater proportion of M.A. degrees than men.

In the 2020 – 2021 year, there were minimal changes to the percentages of master's degrees awarded across racial and ethnic category when compared to the previous year. The number of degrees awarded to racially and ethnically diverse students was as follows: Black 8% (284), America Indian/Alaskan Native 0% (7), Asian 6% (205), Hispanic 13% (451), Native Hawaiian/Other Pacific Islander 0% (6), Two or More 2% (87), Non-Resident Alien 20% (694) and Unknown 3% (104). A comparative analysis of M.A. degree awardees from five years ago revealed an overall increase in the proportion of students who identify as Hispanic. Those who identify as White experienced a slight decline over the same five-year period.

The trends in M.A. degree attainment among underrepresented groups are notable. Hispanic students represented 21% of the undergraduate population, yet they represent only 13% of M.A. degree awardees. Other racial and ethnic groups are represented about equally in terms of their proportion at the undergraduate and graduate level. This suggests that Hispanic students are not accessing graduate education at the same rate as other students. Continuing declines in the enrollment of Black M.A. awardees mirror declines that have been observed at the undergraduate level.

Opportunities for growth:

At the graduate level, intentional efforts to cultivate a graduate student pipeline program to facilitate the move of underrepresented students, especially Black and Hispanic students, from undergraduate studies to M.A. studies would be beneficial. We continue to collaborate with our local and external community partners including our Presidential Advisory Councils (PACs), such as the Committee on Black Affairs (COBA), the USF Latin Community Advisory Council, and external stakeholders to build these relationships. Additionally, closer relationships with donors that comprise our Latino Scholarship Program could also offer opportunities for mentorship that would allow us to achieve parity related to proportional representation in our M.A. programs in comparison to the bachelor's program. Similarly, for women and racial and ethnic minorities, we plan to work closely with existing PACs to achieve similar goals. Currently, the student mentorship program that exists between the Black Faculty and Staff Association, Black Leadership Network, and the Latino Scholarship Program provides a model that could be scaled up to benefit all underrepresented groups.

Specific graduate student success initiatives for 2020 – 2021 include issuing guidance on holistic admissions processes to all programs from the Graduate Council, the creation of a robust mentoring program to build relationships and foster wellness among graduate students, and the hiring of a media design specialist to assist with developing a more expansive web presence and the creation of a clearinghouse for graduate fellowships and other financial aid opportunities.

Table 7. Doctoral Degrees Awarded by Race

Table 7. Doctoral Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2020-21										
Male	60	7	1	4	14	0	73	2	7	168
Female	50	22	0	9	17	0	109	3	3	213
Total	110	29	1	13	31	0	182	5	10	381
Category % of Total	29%	8%	0%	3%	8%	0%	48%	1%	3%	100%
AY 2015-16										
Male	56	6	0	3	12	0	65	0	3	145
Female	28	13	0	6	16	0	100	4	2	169
Total	84	19	0	9	28	0	165	4	5	314
Category % of Total	27%	6%	0%	3%	9%	0%	53%	1%	2%	100%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines.

The number of USF doctoral degrees awarded in the 2020 – 2021 academic year was 381, which was a 4% decrease from the previous year (397). Of the degrees awarded, 56% were earned by female students and 44% were earned by male students, which represented a 4% decrease in male representation over the previous year. Across all racial and ethnic groups (excluding Hispanic and White), women earned a greater proportion of doctoral degrees than men. The most significant gender differences within student groups were among Blacks and Asians. We found that 76% of all Black doctoral awardees were Black women, and 70% of all Asian doctoral awardees were men.

In the 2020 – 2021 year, there were minimal changes in the percentages of doctoral degrees awarded across racial and ethnic category when compared to the previous year. The number of degrees awarded to racially and ethnically diverse students was as follows: Black 8% (29), America Indian/Alaskan Native 0% (1), Asian 3% (13), Hispanic 8% (31), Native Hawaiian/Other Pacific Islander 0% (0), Two or More 1% (5), Non-Resident Alien 29% (110) and Unknown 3% (10).

Opportunities for growth:

Overall, the proportional representation of women and racial and ethnic minorities in doctoral degree programs has been stable. The historically low representation of Black and Hispanic students, especially relative to their overall population size, continues to be an area of concern. Specific recommendations that emerged from our most recent Graduate Student Success Council report included the development of a Graduate Student Success dashboard to provide PhD placement data to all colleges and PhD programs, the creation of a robust mentorship program, re-evaluation of Admissions practices, development of more expansive web presence, a

clearinghouse of graduate fellowships/financial aid, and metrics assessing graduation and career progress of graduates. USF is also an institutional member of the National Center for Faculty Development & Diversity (NCFDD), an organization dedicated towards promoting the success of underrepresented groups, including women and faculty of color in the academy. These recommendations were made in 2019 just prior to onset of the Covid-19 era, this caused an extended delay in implementing or facilitating these programs. Additionally, USF found itself facing significant budget issues as well as enrollment and pending graduate-level enrollment challenges, causing a reassessment of issues demanding prioritized attention. Moving forward, the university intends to revisit these previous recommendations and determine which ones to pursue, with a goal of maximizing return on any investment necessary to achieve the desired results of greater diversity at the doctoral degree level.

Table 8. First Professional Degrees Awarded by Race

Table 8. First Professional Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2020-21										
Male	0	8	0	30	15	0	82	2	17	154
Female	0	14	2	40	16	0	97	3	10	182
Total	0	22	2	70	31	0	179	5	27	336
Category % of Total	0%	7%	1%	21%	9%	0%	53%	1%	8%	100%
AY 2015-16										
Male	0	8	2	40	16	0	80	3	11	160
Female	0	19	1	38	20	0	126	2	23	229
Total	0	27	3	78	36	0	206	5	34	389
Category % of Total	0%	7%	1%	20%	9%	0%	53%	1%	9%	100%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, First Professional degrees. Chart for 99.0000, all disciplines.

The number of USF professional degrees awarded in the 2020 – 2021 academic year was 336 which was a 10.6% decrease from the previous year (375). Of the degrees awarded, 54.1% were earned by female students and 45.8% were earned by male students, which represented a 6% decrease in female representation over the previous year.

Among those graduating with a First Professional Degree, only Asian students saw an increase in numbers from the previous year. The proportion of Asian students earning professional degrees increased by 4% over the prior year. All other groups experienced either zero or negative growth, with Hispanic students dropping 4%, and White students dropping 2% in proportionality.

Opportunities for growth:
As indicated by our efforts to support Graduate and Professional Programs (previously explained in the previous section on doctoral degrees), we believe that the strategies developed by the Graduate and Professional Student Success Workgroup including the establishment of a Graduate Student Success Council, a robust mentorship program, re-evaluation of Admissions practices, development of more expansive web presence, a clearinghouse of graduate fellowships/financial aid, and consistent use of data tracking to evaluate career progress will support our efforts. The drop in the proportion of professional degrees awarded to Hispanic students, especially after their rapid rise during the immediate prior year, is indicative that we need to remain proactive in recruiting and supporting the success of these students.

Part III. Student Services (D)

Student Services at USF is required to conduct periodic reviews by the institution to determine compliance with equity laws and regulations. Non-discrimination on the basis of race, color, national origin, sex, religion, age, disability, marital status, veteran status or any other basis protected by law is required. The following is a self-assessment by institution of the following areas: Academic Advising, Admission to Academic Program, Health Services, Club and Intramural Athletics, Student Financial Assistance, Housing, Student Employment, Educational and Work Environment, and Personnel.

Academic Advising

The University of South Florida academic advising community is committed to providing access to holistic, high-quality academic planning and support. These services include engagement with prospective students through admission activities, orientation, enrollment, and post-graduation. Undergraduate academic advisors are available to all students across each of the three USF campuses, both within academic colleges and embedded within centralized academic affairs and student services units. Students are given access to advising sessions in multiple modalities, including in-person, phone calls, virtual meetings and virtual drop-in options.

The Council on Academic Advising (CAA) continues under the guidance of the Office of Undergraduate Studies to facilitate representation, communication, coordination, and education within the undergraduate academic advising community across OneUSF. Council membership includes advising representation from each academic college, campus, and from student services offices with academic advising responsibilities within their mission (e.g., USF Academic Services for Athletics, INTO, Veterans Success, Transfer Student Success, etc.). The council has six sub-committees to engage in high priority activities within the community, including the Multi-Cultural Academic Advising (MCAAC) which adheres to a mission statement to "build a networking system that encourages advisors to engage in successful advising interactions with multicultural and underrepresented students, as well as engage in successful networking and partnership opportunities with diverse advising colleagues."
https://www.usf.edu/undergrad/caa/index.aspx

Excellence in Academic Advising Initiative
https://www.usf.edu/undergrad/advisors/excellence-in-academic-advising/

The Excellence in Academic Advising (EAA) project is a joint initiative between the John Gardner Institute (JNGI) and the Global Community for Academic Advising (NACADA) to develop an institution-wide taskforce to "advance student learning, success, persistence, retention, and degree completion through a comprehensive, standards-based strategic planning process to promote excellence in academic advising." In June 2019, USF was invited by JNGI to participate in a special cohort entitled "Excellence in Academic Advising in Urban Ecosystems". The Urban Ecosystems Cohort, made possible with support from the Kresge Foundation, extends the initial project work to specifically address educational inequities experienced by underserved communities like first generation college students and students from socio-economically disadvantaged backgrounds. This project is a three-and-a-half-year commitment that includes: data and evidence collection; program evaluation; project planning; data-informed strategic

planning; and institutional improvement with implementation plans and assessment. The project start was delayed due to COVID-19 impacts.

The USF EAA Phase I taskforce, assembled in Spring 2021, was comprised of 63 administrators, staff, and faculty from academic colleges as well as from student services units such as USF Libraries, USF World, Enrollment Management, Residential Education, Innovative Education, Faculty Development, Student Outreach and Support and others. Phase I of the program review included a qualitative self-study by the taskforce, ten-year historical data review, a student survey, and a staff/faculty survey. After completing the review of 260 key performance indicators, the taskforce drafted nine observational reports and assembled over 100 unique artifacts.

The EAA framework is built on nine conditions of excellence including the Equity, Inclusion and Diversity (EID) dimension defined as *"a commitment to the values and culture of inclusivity and social justice beyond merely equality of opportunity. Excellence calls for individual and institutional conversations that promote understanding, respect, and honor diverse perspectives, ideas, and identities."* The taskforce workgroup evaluating the EID condition submitted overall observations ranking USF as "very low/none" on four of eight KPIs, particularly the ones addressing required initial and ongoing training specific to advising practice. The overall evaluation of this condition was "low" based on the executive summary provided by the work group, partially provided below:

Overall, the Equity, Inclusion, and Diversity committee felt there was room for growth regarding the KPIs. There are many resources and campus partners that advisors could connect with, but that is generally on an individual basis. Some advising units might provide a diversity training opportunity or advisors could attend MCAAC meetings or events that are offered by the Council on Academic Advising. The challenge comes with the lack of communication and expectations from leadership and institution. There is not a consensus on what diversity, inclusion, and equity means as it relates to academic advising practices. There are no requirements for academic advisors to participate in any professional development and funding can vary from units and campuses.

Both EAA surveys were administered Fall 2021. Results from the faculty/staff survey echoed this assessment with respondents ranking the university as "somewhat" engaged with this condition [on average]. In contrast to institutional level of involvement, these results also demonstrated that many advisors (41- 47%) reported to be "very much" engaged with unit/department level policy and curriculum discussions on equity, inclusion, and diversity. Moving forward, Undergraduate Studies has an opportunity to identify and deliver requirements for this competency as training and onboarding resources are evaluated during the next academic year.

The EAA student survey was sent to a random sample of undergraduate students (n = 4,347) to self-report on their experiences and relationships with academic advising. The results did show some perceived differentiated experiences with advising based on race and gender. The tables below feature selected questions from the experiences with academic advising survey items; the data compare the percentage of respondents who "very much agree" with the provided

statements. These comparisons show male undergraduates reported less confidence in their advising experience when compared to the average: six statements ranked below the mean [Table 1]. This pattern was also apparent in the response from Hispanic/Latino students, Black/African American students, and students identifying as two or more races [Table 2]: five items, six items and five items below the mean, respectively.

Continuing to evaluate student responses will serve as the primary mechanisms for identifying the appropriate training and resources to improve student experiences.

	All students	Male	Female
It is important for me to graduate from college.	93%	87%	95%
I intend to stay enrolled at University of South Florida through my entire academic program.	75%	73%	76%
My academic advisor does not treat me with respect. **	78%	72%	80%
My academic advisor listens to me.	61%	60%	61%
I know what it takes to be successful in my major.	50%	47%	51%
My academic advisor cares about me.	46%	41%	48%
I am prepared to pursue a career after I graduate.	45%	48%	44%
I feel comfortable telling my advisor of my concerns, no matter what they are.	44%	48%	42%

Table 1. Percentage of UG students by identified sex who "very much agree" with select statements on academic advising experiences.
** [reverse coded: disagree = I do feel treated with respect]

	All students	Non-Resident Alien	Hispanic/ Latino	Asian	Black/ African American	White	2 or more
It is important for me to graduate from college.	93%	86%	93%	100%	88%	95%	93%
I intend to stay enrolled at University of South Florida through my entire academic program.	75%	79%	78%	94%	64%	75%	71%
My academic advisor does not treat me with respect.**	78%	70%	73%	71%	66%	84%	75%
My academic advisor listens to me.	61%	76%	53%	65%	62%	60%	63%
I know what it takes to be successful in my major.	50%	36%	49%	41%	42%	57%	36%

My academic advisor cares about me.	46%	56%	40%	47%	52%	45%	44%
I am prepared to pursue a career after I graduate.	45%	43%	50%	53%	28%	45%	50%
I feel comfortable telling my advisor of my concerns, no matter what they are.	44%	59%	36%	53%	38%	45%	25%

Table 2. Percentage of UG students by race who "very much agree" with select statements on academic advising experiences.
** [reverse coded: disagree = I do feel treated with respect]

Admission to Academic Program

The Outreach and Access Unit (OAU) within the USF Office of Admissions is committed and focused on engaging prospective students from underrepresented backgrounds to become competitive applicants. In an effort to increase the enrollment of students from underrepresented minority backgrounds, the OAU continues to develop and execute strategies and programs to attract students from underserved communities.

As we consider the most pressing challenges to increasing and enhancing the presence of historically marginalized populations as undergraduate students at USF, the Outreach and Access unit has designed recruitment materials specifically for underrepresented minority audiences, and focused admission recruitment efforts in schools and school districts with a high concentration of underrepresented minority students.

Scholarships

Various scholarships are provided to support the retention, academic progression, and success of underrepresented minority students.

College Board Recognition Program (CBRP)
In the past USF has rewarded National Hispanic Scholar (NHS) who have excelled on the PSAT/NMSQT and in the classrooms. USF recognizes students given the NHS recognition with the $5,000 per year ($20,000 over 4 years) Tradition of Excellence National Hispanic award. In 2020-21, College Board expanded the CBRP to include National African American and National Indigenous. With this expansion, USF now awards all CBRP scholars (National Hispanic, National African American and National Indigenous) with the $5,000 per year Tradition of Excellence award. Below are the admissions metrics for CBRP over the past 2 years:

Term	Admits	Deposited	Enrolled
Summer/Fall 2021	110	12	10
Summer/Fall 2022	820	193	117*

Registration is still in-progress

History of Achievement

The History of Achievement Award ($2,000 per year) is based on a point system considering first generation, single parent family, low income, partner school, title 1 school, etc. Below are the admissions metrics for the History of Achievement over the past 2 years:

Term	Admits	Deposited	Enrolled
Summer/Fall 2021	432	162	148
Summer/Fall 2022	975	368	210*

Registration is still in-progress

New Recruiters

In Spring 2022, the Office of Admissions hired two new Spanish-speaking recruiters in Central Florida (Orlando) and Southeast Florida (Miami) to enhance regional outreach to Hispanic students and parents.

Targeted Outside Collaborations

Targeted outside collaborations to enhance enrollment, provide financial assistance and ensure students are prepared for all aspects of college, are foundational to the preparation and success of underrepresented minority students. Some of these collaborations are listed below.

The Ron Brown Scholar Program (RBS)

The Ron Brown Scholar Program is an innovative college access and navigational tool with the potential to reach tens of thousands of African American high school students. In our efforts to increase black student enrollment with students who demonstrated high academic achievement, the Outreach & Access unit collaborated with RBS as an Educational Partner over the last three academic years and have committed to continue this partnership for 2022-2023.

Advancement Via Individual Determination (AVID)

AVID is a nonprofit that changes lives by helping schools shift to a more equitable, student-centered approach to close the opportunity gap, to help prepare all students for college, careers, and life. USF partnered with the School District of Hillsborough County's AVID office, to host a month-long series of AVID Days. During AVID Days, middle and high school students visit USF and engage in a University Life Session presentation, followed by a campus tour. In the Fall of 2019, we hosted 57 Hillsborough County schools and 2,280 Hillsborough County students. Due to the pandemic, we have been unable to host AVID days on campus; however, we have been able offer virtual AVID days with the AVID scheduled classroom at many high schools. We plan to resume AVID on-campus events in Fall 2022.

Targeted Campus Partnerships

Targeted campus partnerships afford students the opportunity to engage in precollegiate and summer programs to provide the preparation, resources and support to help ensure the success of underrepresented minority students. These campus partnerships include Upward Bound (UB), College Reach Out Program (CROP), Student Support Services (SSS), and College Assistance Migrant Program (CAMP).

The campus partnerships are provided a concierge service which includes:

- Priority consideration beyond published priority deadlines
- Targeted communication through email, phone, and invitation only events
- Application completion assistance
- Delayed decision to allow additional testing opportunities to meet criteria
- Direct access to admissions personnel
- Parental counseling on the opportunities of pathway programs, financial aid, and admissions requirements
- Special access to campus

Upward Bound (UB) and College Reach Out Program (CROP)
In partnership with Undergraduate Studies, the Office of Admissions ensures that applicants from the Upward Bound and College Reach Out Program TRIO-based programs are provided the above listed concierge services.

Student Support Services (SSS)
In partnership with the SSS program reporting to Undergraduate Studies, the Office of Admissions ensures that applicants for SSS are prioritized based on programs criteria. This includes academic criteria set at Board of Governor minimums and not subject to USF admissions profile grids. Below are the admissions metrics for SSS over the past 3 years:

Term	Admits	Enrolled
Summer 2020	159	97
Summer 2021	151	76
Summer 2022	102	63*

* Registration is still in-progress

College Assistance Migrant Program (CAMP)
In partnership with the College of Education, the Office of Admissions ensures that applicants to the CAMP are prioritized based on programs criteria. This includes academic criteria set at Board of Governor minimums and not subject to USF admissions profile grids. Below are the admissions metrics for CAMP over the past 3 years:

Term	Admits	Enrolled
Summer 2020	34	21
Summer 2021	36	20
Summer 2021	37	18*

* Registration is still in-progress

Health Services
Student Health Services (SHS) utilizes an integrated care model, combining a wide range of medical, counseling, prevention, and wellness services to help support individual USF students to be personally and academically healthy and successful. With locations on each campus, USF students can utilize medical services on the campus most convenient to them without paying

additional Health & Wellness fees. SHS does not provide x-ray, dental, or optometry services but will provide referrals to facilities/providers that provide these services. SHS also assist students with immunization and insurance compliance and administer the student health insurance plan.

The combined usage of student health services for last year includes:

All Campuses	2020-21
Total Clinic Visits	42,118
Average Daily Visits	166
Individuals Served	12695
Insurance	
No Insurance	38%
USF Insurance	13%
Private Insurance	49%
Ethnicity	
African American	11%
Hispanic	17%
Asian	12%
American Indian	0%
Caucasian	46%
Unknown	14%
International Students	N/A

SHS has been working to develop comprehensive marketing strategies to reintroduce our services (outside of COVID) to continuing students and to raise awareness of our comprehensive services to our newly admitted students. Depending on where things stand with COVID, we will bring back our flu vaccine and testing events which have traditionally had impressive turnouts. We are also excited about our new building scheduled to be completed in the Fall with our grand opening scheduled for the 1st week of January. We are revamping and expanding our services, and although we have returned to in-person medical visits, we will continue to offer telehealth appointments to ensure accessibility in any form.

Club and Intramural Athletics
Student sports clubs and intramural athletics on the USF Tampa and St. Petersburg campuses enhance and enrich the student experience through diverse health and wellness programs and activities. Recreation and Wellness creates on-campus opportunities for students, faculty, and staff to engage in varying physical activity programs, services and first-class facilities in a safe learning and supportive environment.

Of the employees in Recreation and Wellness, 70% identified as female and 30% identified as male. Regarding race, 64% identified as White, 13% Hispanic, 14% Black/African American, 5% Asian/Pacific Islander, and 4% Non-Resident Alien.

Participation numbers include the following breakdown: 45% of Recreation and Wellness participants identified as female and 55% identified as male. Less than 1% of Recreation and Wellness participants identify as non-binary. Regarding race, 42% identified as White, 22% Hispanic, 9% Black/African American, 8% Asian/Pacific Islander, and 4% unknown.

Areas of growth will include focusing on more female participation in all areas of Recreation and Wellness, while increasing male student employees to better represent the University demographics. We will also increase our awareness of providing a safe environment and inclusive culture for those that do not identify as male or female.

With data proving that Recreation and Wellness has more male users than represented by the University as a whole, we will work to increase male student employees.

Student Financial Assistance
The Office of Financial Aid (OFA) is committed to policies and practices that increase and improve access to higher education. OFA also provides support to retention and graduation. In addition to responsibly and effectively administering over $460 million in financial aid dollars, we provide information and tools to promote college access and affordability, particularly to first generation and underrepresented students. We comply with the National Association of Student Financial Aid Administrators (NASFAA) Code of Conduct and are guided by the USF Strategic Plan as it relates to the Student Success division.

- **Federal Emergency Aid:** Much of the work accomplished by OFA this past year resulted from the unanticipated receipt of over $17 million in Coronavirus Aid, Relief and Economic Security (CARES) Act funds and over $17 million in Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA). Recipients were required to be citizens or eligible non-citizens based on FAFSA completion. Priority was given to undergraduate students with exceptional need. CARES Act recipients were awarded based on an application for students experiencing financial hardships due to COVID related expenses. CRRSA recipients were awarded block grants.

15,812 awards were made with these federal dollars.

- **Pell Grant eligible students:** In the fall of 2020, USF enrolled an undergraduate population that was 33% (14,235 recipients) Pell Grant eligible, demonstrating our commitment to economically disadvantaged students. Our financial aid awarding policies, in support of these students result in graduation rates at or just below the rate for non-Pell eligible students, a distinction that sets us apart from most institutions.

- **Microsoft Teams Virtual Counseling:** Due to the ongoing COVID emergency, we limited face to face contact with students and families at our front desk and temporarily suspended in person counseling appointments. In order to continue helping students navigate the various websites to locate and apply for financial aid, we continued to use Microsoft Teams to conduct counseling appointments.

- **Increase Online Forms:** Due to the ongoing COVID emergency, we converted many of our financial aid forms to online or made them available in OASIS with detailed instructions for students to download instead of coming into the office to receive the forms in paper format. This change, in addition to the Teams counseling provided flexibility and allowed students and families to receive and submit information faster than in the past.

- **Outreach Programs & Services:** OFA develops and participates in many outreach programs throughout the year to assist students and families in establishing realistic financial plans for achieving a college education through planning (applying early for aid) and budgeting. OFA participated in numerous events hosted by the Office of Admissions, the Office of Orientation and the Graduate School for students interested in attending or already admitted to USF.

- **Summer Access Programs:** OFA provides administrative support, financial support, and financial aid presentations to students in the Student Support Service (TRiO) program and Upward Bound/College Reach Out programs. Students in these programs are economically disadvantaged and underrepresented populations.

- **Cost Calculator:** Is provided to students and families at all admissions, orientation, and early awareness events. The Cost Calculator is an online tool developed to help students and families determine the cost of attending USF. The calculator features a video tutorial for students and families to self-serve. The calculator is also available in Spanish and is included in each financial aid offer sent to students.

- **Get Started webpage**: OFA maintains a webpage with information designed to get students and families started on the financial aid application process. The webpage located here, has scholarship information, links to the College Planning page, the Cost Calculator, the Net Price Calculator, Cost of Attendance and the FAFSA. There are also videos on the page with FAFSA walkthroughs, Financial Aid 101 and new student orientation to help students and families understand the financial aid process.

- **Persistence Committee:** Staff members who serve on this committee focus on ensuring that eligible freshmen who started at USF in summer/fall 2020 are able to continue their enrollment for fall 2021.

- **Archivum Case Management:** OFA provides individualized assistance to students at risk of not persisting or graduating.

- **Financial Aid Staff:** OFA has an extremely diverse staff dedicated to serving students. Currently, OFA has 44 full time employees, 28 of which are minority/underrepresented based on race (63%). Within the financial aid management team (consist of 11 employees), six are minority/underrepresented. Seventy-seven percent are female, 23% male.

- **Financial Education Office:** The Bull2Bull (B2B) office was launched in 2013. The purpose is to provide a range of financial literacy topics to undergraduate students and their families to help them navigate the finances of receiving a college education. In 2020-21, peer educators (student employees) and staff conducted 270 coaching sessions, 14 student loan exit counseling sessions and have presented workshops to 101 students. The Cost Calculator is used in all B2B coaching sessions.

All students admitted to USF as a part of the Student Support Services (TRiO) program are required to participate in mandatory financial wellness coaching sessions during their first fall semester. Participation in these coaching sessions provides students from these underrepresented populations the basic information they need in order to successfully apply for aid, pay their institutional charges and minimize student loan debt.

As part of the Financial Education Office's commitment to help students understand and prepare for student loan repayment, an online exit counseling video was developed which allowed 335 students to complete this federal requirement prior to separating from USF.

Adhering to the OneUSF consolidation, Bull2Bull has expanded its program and services to students on the St. Petersburg and Sarasota-Manatee campuses. On the St. Petersburg campus, the financial literacy initiative was known as AFLOAT and has now been integrated into the Bull2Bull program. Prior to this report year, no program existed on the Sarasota-Manatee campus.

Housing

Housing and Residential Education is dedicated to creating safe and welcoming residential communities that promote student success. All residents are supported by a team of Resident Assistants (RA) or Community Managers (CM) who are student para-professional staff members living in their community. RAs/CMs are knowledgeable of campus resources, and trained in conflict resolution, multicultural awareness, community building, crisis response, and more.

Through our Residential Curriculum and programmatic efforts, we promote the academic success and intellectual development of our residents and strive to enhance their ability to graduate on time. Within Housing and Residential Education, students have access to Living Learning Communities and Residential Community Programs designed to provide a cohort experience with peers that share similar academic, career and co-curricular interests. A broad

array of academic initiative programs provides unique learning experiences and opportunities to interact with faculty outside of the classroom.

Our residential population, which self-identifies during the Admissions application process, is 59.63% female and 40.37% male. Self-reported race/ethnicity data of the residential population identifies reveals the following:

Housing & Residential Education Statistics	Fall 2021		Fall 2021		Fall 2021	
	St. Pete Housing		Tampa Housing		ONEUSF Housing	
	# of students	% of total	# of students	% of total	# of students	% of total
Florida Resident (F+R)	663	81.75%	4285	71.91%	4948	73.09%
Out of State (N+E)	100	12.33%	905	15.19%	1005	14.84%
Out of Country (A)	30	3.70%	429	7.20%	459	6.78%
Special Fl. Resident (T)	18	2.22%	340	5.71%	358	5.29%
TOTAL STUDENTS	**811**	**100.00%**	**5959**	**100.00%**	**6770**	**100.00%**
Male	266	32.80%	2467	41.40%	2733	40.37%
Female	545	67.20%	3492	58.60%	4037	59.63%
TOTAL STUDENTS	**811**	**100.00%**	**5959**	**100.00%**	**6770**	**100.00%**
Asian *(5) (formerly Asian or Pacific Islander)*	40	4.93%	418	7.01%	458	6.77%
Black/non-Hispanic *(6) (formerly Black)*	55	6.78%	579	9.72%	634	9.36%
Hispanic/Latino/Spanish origin *(3) (formerly Hispanic)*	147	18.13%	1054	17.69%	1201	17.74%
American Indian/Alaskan Native *(4) (formerly same)*	0	0.00%	8	0.13%	8	0.12%
White, non-Hispanic *(8) (formerly White)*	470	57.95%	2822	47.36%	3292	48.63%
Race and Ethnicity Unknown *(2) (formerly unknown)*	24	2.96%	166	2.79%	190	2.81%
Two or more races *(9) (formerly other)*	55	6.78%	280	4.70%	335	4.95%
Native Hawaiian or Other Pacific Islander *(7) (new category)*	2	0.25%	6	0.10%	8	0.12%
Non-Resident Alien *(1) (new category)*	18	2.22%	626	10.51%	644	9.51%
TOTAL STUDENTS*	**811**	**100.00%**	**5959**	**100.00%**	**6770**	**100.00%**

New Freshmen	211	26.02%	1477	24.79%	1688	24.93%
Returning Freshmen	6	0.74%	914	15.34%	920	13.59%
New Sophomore	196	24.17%	650	10.91%	846	12.50%
Returning Sophomore	57	7.03%	949	15.93%	1006	14.86%
New Junior	98	12.08%	296	4.97%	394	5.82%
Returning Junior	87	10.73%	788	13.22%	875	12.92%
New Senior	11	1.36%	18	0.30%	29	0.43%
Returning Senior	132	16.28%	689	11.56%	821	12.13%
New Grad	4	0.49%	27	0.45%	31	0.46%
Returning Grad	2	0.25%	21	0.35%	23	0.34%
Non-Degree Seeking	7	0.86%	130	2.18%	137	2.02%
TOTAL STUDENTS	**811**	**100.00%**	**5959**	**100.00%**	**6770**	**100.00%**
Under 18	1	0.12%	179	3.00%	180	2.66%
18	152	18.74%	2637	44.25%	2789	41.20%
19	339	41.80%	1673	28.08%	2012	29.72%
20	139	17.14%	803	13.48%	942	13.91%
21	83	10.23%	414	6.95%	497	7.34%
22	52	6.41%	125	2.10%	177	2.61%
23+	45	5.55%	128	2.15%	173	2.56%
Unknown	0	0.00%	0	0.00%	0	0.00%
TOTAL STUDENTS	**811**	**100.00%**	**5959**	**100.00%**	**6770**	**100.00%**
New FTICs (Summer or Fall)	454	55.98%	3139	52.68%	3593	53.07%
New Transfers (Summer or Fall)	55	6.78%	315	5.29%	370	5.47%
New Graduate Student (Summer or Fall)	3	0.37%	27	0.45%	30	0.44%
Returning Students	292	36.00%	2348	39.40%	2640	39.00%
Non-Degree Seeking	7	0.86%	130	2.18%	137	2.02%
TOTAL STUDENTS	**811**	**100.00%**	**5959**	**100.00%**	**6770**	**100.00%**
Summer FTIC Enrolled	325	42.99%	1841	**33.26%**	2166	34.43%
Fall FTIC Enrolled	431	57.01%	3694	**66.74%**	4125	65.57%
Total FTIC Enrolled	756	100.00%	5535	**100.00%**	6291	100.00%
Fall & Summer FTIC Admits Housed for Fall	**454**	**60.05%**	**3139**	**56.71%**	3593	**57.11%**
FTICs from Hillsborough/Pasco/Pinellas	280	37.04%	1853	33.48%	2133	33.91%

FTIC from outside 3 county area	475	62.83%	3643	65.82%	4118	65.46%
# housed from H/P/P	183	65.36%	614	33.14%	797	37.37%
# housed from outside 3 county area	485	102.11%	2525	69.31%	3010	73.09%

Data shows that 81% percent (3,129) of the students living on-campus are Florida residents, 13% (498) are from out of state, 3% (118) from outside the United States, and 3% (105) are special Florida residents.

Student Employment

Student Employment at USF Tampa is routed through both Human Resources and Career Services (Internships and Career Readiness) for on-campus employment. Recruitment of student employees is hosted through two platforms which are Careers@USF and the Handshake platform and coordinated through the Student Employment branch of Internships and Career Readiness within Career Services.

Student Employment and these two platforms are open to all students without regard to race, color, ethnicity, nationality, origin, sex, religion, age, disability, marital status, veteran status or any other basis protected by law. Students will need to have requested the Federal Work Study (FWS) options to their Financial Aid package to qualify for FWS funded positions.

Student Employment is open to all current students and postings provide opportunities for internships, Co-op, part-time, and full-time jobs. These options are used at all USF campuses and Career Services staff are trained in the use of the platform, must sign a user agreement, and comply with: FERPA, NACE Principles, and NCDA Code of Ethics.

Educational and Work Environment

The university is focused on providing the right resources at the right time to ensure all students, faculty and staff are successful. USF provides a rigorous academic curriculum that is strategic, competitive, comprehensive, and both intentional and strategic in facilitating the overall student learning experience. The vast resources available to students include both academic and student services to include tutoring, advising, peer mentors, counselors, student accessibility services, on-campus employment, and academic advocates, all making significant contributions to the student learning outcomes. While academic success is important, the out of classroom learning experiences are equally important. These out of class experiences provide students with purposeful learning essentials that move from theory to practice broadening their skills and enhancing their growth and development in educational, global, cultural, work, and social settings. This preparation is critical for students entering the global workforce or a competitive graduate program.

A student's employment on campus also makes significant contributions to their success as research throughout the years have shown that working a moderate number of hours on-campus increased a student's likelihood of being retained. Student success partners with stakeholders

throughout the university in providing the right educational resources, at the right time, with the right support, to help move each student successfully through the education pipeline.

Personnel

USF is a global research university that inspires learning, creativity, innovation, and collaboration, all while prioritizing student success. The university is committed to equal access, equal employment without regard to race, color, marital status, sex, religion, national origin, disability, age, or veteran status, and equal opportunity. These principles are interwoven into the fabric of the recruitment and hiring processes and also included in the programs and services provided to employees and students.

Opportunities for Growth

There are a number of opportunities for growth that include strengthening leadership pipeline programs that focus on staff personnel from underrepresented groups. As more than 40% of our student population is from an underrepresented group, proactive efforts to both cultivate existing staff and recruit in the community could yield a more diverse workforce. Important to note, research consistently has demonstrated the positive impact of same-race/same-gender mentors, teachers, and advisors on the success of under-represented groups. An investment in a more diverse workforce represents an investment in the success of our increasingly diverse students. These efforts would also address "recruitment, talent development and advancement processes" which is one of the four critical components listed in the BOG diversity, equity and inclusion memo.

Part III. Overall Effectiveness of Equity in Enrollment (E)

The University of South Florida is committed to student success. Our student success initiatives have radically transformed the way we engage with students, faculty, and staff, and educate our university community broadly. The success of all students is a priority and remains a strategic goal of the university, focusing on creating and sustaining a teaching and learning environment that is conducive to producing diverse global leaders. USF focuses on contributing to this success of our students by increasing retention and graduation rates, eliminating the completion gap by race, ethnicity, and socioeconomic status, making progress towards degree completion in a timely manner, thus reducing student debt, and ensuring our students are prepared for the global workforce or graduate or professional studies in competitive programs.

The University is recognized as one of the most diverse campuses in the State of Florida, having been recognized by *The Education Trust* as being #6 in the nation for eliminating the completion gap between black and white students, #4 in the nation for Latino student success, and #1 in the state of Florida for both (2017). In addition, USF ranks first in Florida and 8th in the nation for reducing inequalities by *Times Higher Education* (2021). The rankings measure universities by several categories, including the number of first-generation students, the number of students from developing countries, the proportion of students and staff with disabilities, discrimination policies, and the amount of research a university conducted on reduced inequalities.

USF provides various programs and initiatives to help ensure the university enrolls a diverse student body. Some of these programs are listed below.

Guaranteed Admissions Partnership Program (GAPP)
In our efforts to produce a diverse student body, the Outreach & Access unit of the Office of Admissions, developed the GAPP in 2018. The goal of the GAPP is to expand and strengthen university–community engagement locally in support of USF's strategic priorities to cultivate and nurture mutually beneficial partnerships and recruitment of the best and brightest students from underserved populations.

Initially, nine (9) GAPP high schools were identified to pilot within Hillsborough, Pinellas, Sarasota, and Manatee counties:
- Hillsborough County: Armwood, Leto, and Middleton
- Pinellas County: Dixie Hollins, Lakewood, and Boca Ciega
- Sarasota County: Booker
- Manatee County: Southeast and Bayshore

Recently, eight (8) additional GAPP high schools in the local seven (7) counties:
- Hillsborough: Jefferson, and Hillsborough
- Pinellas: Gibbs
- Pasco County: Zephyrhills and Gulf
- Polk: Kathleen
- Hernando: Central
- Lake: Leesburg

Below are the admissions metrics for GAPP over the past 4 years:

Term	Applications	Admits
Summer/Fall 2020 (9 GAPP schools)	836	359
Summer/Fall 2021 (9 GAPP Schools)	867	417
Summer/Fall 2021 (17 GAPP schools)	1397	653
Summer/Fall 2022 (17 GAPP schools)	1526	648

Some improvements in the GAPP planned for the class of 2023 and beyond:
- No expansion of the number of high schools;
- No change to academic criteria;
- Consistent criteria from year-to-year to promote to freshman/sophomores;
- Earlier release of criteria (mid-August); and
- Development of partnerships with principals and guidance counselors.

College Preview Day
The College Preview program is designed for prospective students in grades 10th-12th from historically underserved/underrepresented populations, and first-generation college students. During Preview, students are equipped with the knowledge and tools necessary to successfully complete the college admission process in addition to participating in scheduled programming that includes a financial aid information session, exploratory majors presentation, campus tour, and a question-and-answer session with a diverse student panel. The program is currently offered only on the Tampa campus with plans to expand to St. Petersburg and Sarasota campus.

- 2019-2020: October 10, 2019 (320 students attended) and February 5, 2020 (285 attended)
- 2020-2021: The program was hosted virtually.

FUSE
The FUSE program partners with eight (8) Florida College System (FCS) institutions to promote a pathway for all students, especially those from underrepresented minority groups, seeking a four-year baccalaureate degree. Students admitted to the FUSE program will be placed on an academic graduation path that provides a seamless transition from a FCS partner school to the USF institution of their choice. This program encourages timely completion of both the Associate of Arts and Bachelors' degrees while academic advisors at all partner schools, and USF advisors, monitor student progress to ensure the necessary requirements of the program are met for enrollment at a USF institution. In addition to FUSE, the USF St. Petersburg campus offers similar programs, Community Scholars (CS) and Pinellas Access to Higher Education (PATHe)

Calling Campaigns
In Spring 2021, USF and the Office of Admissions was very concerned about yielding a diverse first-year class for Summer/Fall 2021, due to the pandemic and the possible adverse impact on students of color. In collaboration with the Interim Vice President for Institutional Equity and Senior Advisor to the President and Provost for Diversity and Inclusion, we created a plan to enlist the Black faculty and staff in a student calling campaign to help yield high-ability Black

students. In total, over 50 Black faculty and staff members called almost 400 high-ability Black students who earned a merit-based scholarship from USF.

Following the success of the Spring 2021 Black Faculty & Staff calling campaign, the Office of Admissions expanded the campaign in Spring 2022 to include Hispanic Faculty & Staff who called Hispanic admitted students. In total, almost 200 Black and Hispanic Faculty & Staff engaged over 3,000 admitted Black and Hispanic students.

Office of Transfer Student Success
The Office of Transfer Student Success leads USF's strategic efforts to support and advocate for our diverse population of transfer students from matriculation to graduation. Their mission is to help transfer students graduate on time by facilitating a smooth transition process, connecting them with useful resources, fostering a strong sense of community, and providing the structure they need to navigate and progress through their academic journey. (https://www.usf.edu/undergrad/transfer-student-success/index.aspx)

Student Support Services
The Student Support Services Program (SSS) is a federally funded retention program that provides effective academic and personal support for a diverse student population. The program is designed to significantly increase the retention and graduation rates of its 220 participants. SSS is designed for students who have been identified as having an academic need and either first generation college student, as having low-income family status, or both. (https://www.usf.edu/undergrad/sss/)

Office of Veterans' Success
The Office of Veteran Success provides specialized programs and services to over 2,000 veterans, eligible dependents, active-duty service members, and members of the Selected Reserve on the Tampa campus. Their main goal is to help veterans (and eligible dependents) in the necessary capacity to succeed and achieve their educational and career goals. This includes helping with admission to the school, navigating VA benefits, graduating, or finding research and employment opportunities. (https://www.usf.edu/student-affairs/veterans/)

Academic Advocacy
The Office of Academic Advocacy (OAA) is dedicated to serving undergraduate students in their pursuit of timely progression to graduation. They work individually with students in academic distress to review their options, and collaborate with academic departments, colleges, and university personnel to improve retention and progression to graduation. Undergraduate students identified as experiencing barriers to retention, progression or graduation receive direct outreach from OAA to review their progress and to advise them towards graduation. (https://www.usf.edu/undergrad/academic-advocacy/)

The Office of Multicultural Affairs
The Office of Multicultural Affairs coordinates educational, cultural, and social programs to foster experiences which create interculturally mature global citizens who are prepared to thrive in diverse environments. While promoting intercultural dialogue, awareness, advocacy and respect for diversity, OMA helps students understand and appreciate a multitude of identities.

Through programming, trainings, and direct connections with our staff and services, OMA creates an inclusive environment enabling students to become conscientious global citizens.

OMA accomplishes this work by providing programs, initiatives, and organizations that encourage a successful transition into the collegiate experience; develop and promote programs that support the retention, progress, and graduation of underrepresented students; deliver trainings that educate students on Diversity, Equity, and Inclusion; provides students with a campus environment that promotes and encourages equitable and just practices centering marginalized students; and partner and engage community stakeholders within the USF community and in the surrounding Tampa Bay area.

Opportunities for Growth

We are very pleased with the level of programming and support that we have been able to offer our students. As we move into the next year, we plan to continue to develop targeted programs that will bridge the gap between the success of our underrepresented students. For example, we plan to re-apply for the Seal of Excelencia program because we believe our expanded programs supporting Latino students might allow us to be selected for the certification program. Additionally, we believe that further expansion of the GAPP program will be beneficial. Over and beyond the number of schools represented in the program, we would like to strengthen the relationships that we have with guidance counselors and our relationships with the equity officers across Hillsborough, Sarasota-Manatee, and Pinellas Counties. Focusing closer attention on the challenges and opportunities of recent graduates will inform the services that we are prepared to offer students. Overall, the comprehensive list of student programs outlined above and our unique approach to student care have helped us achieve our diversity, equity, and inclusion goals. We hope to sustain these programs and further expand staff resources in the Office of Multicultural Affairs in order to better address the needs of underrepresented students. The groups that would benefit from these expanded services include not only protected classes, but men who have experienced lower retention and graduate rates in comparison to women. Furthermore, we hope to link our Office of Student Success more closely to our Academic Affairs unit in order to create opportunities for equity, inclusion, and anti-racism to be embedded in our curriculum for all students. We believe that this will not only promote a culture of inclusive excellence, but also help support the success of underrepresented students by promoting high-impact practices (research and internships) and critical mentorship opportunities.

Part III. Accolades for the University of South Florida (F)

Below are the accolades for USF that are relevant for the 2020 – 2021 academic year:

- U.S. News and World Reports recognized USF as the fastest-rising university because of its national rankings.
- USF is the winner of the Institute of International Education's **2019** Heiskell Award for Access and Equity.
- The Muma College of Business at USF facilitated an online certificate 'Diversity, Equity, and Inclusion in the Workplace' with over 135,000 registrants and over 62,000 people earning a certificate. The workshop was recognized at the 2022 USF Inclusive Excellence Awards and won an 'impact' award.
- A cross-departmental STEM team from USF was one of four groups chosen nationwide to participate in a new National Science Foundation (NSF) pilot program called All-ABOARD, which stands for "Alliance-Building Offshore to Achieve Resilience and Diversity." The program's goal is to advance justice, equality, diversity, and inclusion (JEDI) initiatives in STEM.

Part IV. GENDER EQUITY IN INTERCOLLEGIATE ATHLETICS (A, B, & C)

Table 1. Sex Equity in Athletics Update

Table 1. Sex Equity in Athletics Update		
Element	**Assessment**	**Area for improvement? (check if yes, and describe on form below)**
1. Sports offerings	USF sponsors ten varsity sports for women and nine varsity sports for men. All of the sports are NCAA sponsored and compete in the American Athletic Conference with the exception of Sailing. The Women's Sailing program competes nationally each year. Additionally, USF Athletics is in the exploratory phase of evaluating the potential of adding additional sports for women.	
2. Participation rates, male and female, compared with full-time undergraduate enrollment	The university's female undergraduate enrollment for the 2020-21 academic year was 57%. The university's male undergraduate enrollment was 43%. The female athlete participation ratio was 48.6%. The male athlete participation ratio was 51.4%. Female athlete participation percentage increased from 45% the previous year.	Yes

44

3. Availability of facilities, *defined as locker room, practice, and competitive facilities*	The Lee Roy Selmon Athletics Center provides modern locker room facilities for women's cross country, indoor and outdoor track, soccer, softball, and tennis. Women's and men's basketball are housed in a state-of-the-art basketball practice facility with identical accommodations for each team. The women's and men's golf programs are in their Golf Training Center which houses each team's locker and meeting space as well as coaches' offices and specialty training areas. They also share the campus-owned golf course. Women's volleyball utilizes a renovated locker room and meeting space just below their venue. Competition facilities include the Yuengling Center Corral for women's volleyball; the women's and men's soccer teams compete at a soccer specific stadium with seating for 1,500 and berm seating for an additional 1,500 fans. Furthermore, Women's and Men's basketball share the 10,000 seat USF Yuengling Center located within the Athletics District. Women's and men's track and field and cross country compete in a refurbished track facility. Softball and baseball have their own state-of-the-art facilities for competition on campus. The sailing facility is located on the St. Petersburg campus with access to boats, etc. We provide a locker room in the Yuengling Center for those sailors as well.	
4. Scholarship offerings for athletes	Female athletes received 37.7% of the athletic scholarship funds and the male athletes 62.3% of the athletic scholarship funds. Both of these numbers are comparable to last year. However, the governing body for collegiate sailing does not permit athletic based grants-in-aid and therefore, they do not receive funding, they are operationally supported by the athletics department which includes traveling, academic support, and other student services.	Yes
5. Funds allocated for:		
a) the athletic program as a whole	Both women's and men's programs are provided with all the necessary resources to be competitive in the American Athletic Conference. This assessment is currently determined to be equitable.	
b) administration	Funds allocated to administrative services are equitably distributed between men and women's programs. This assessment is currently determined to be equitable.	

c) travel and per diem allowances	Per diem allowances are standard for the department with mode and method of travel determined by destination, size of team, academic considerations, and schedule. Teams have per diem based on destination with a maximum determined annually by Florida State statute. The general rule for all programs is that teams fly to out-of-state competitions and travel by bus or van within state. This assessment is currently determined to be equitable.
d) recruitment	Budgets allocated for recruitment of women's student-athletes are comparable to their male counterparts. All programs have successfully recruited regionally, nationally, and internationally. This assessment is currently determined to be equitable.
e) comparable coaching	Experience and number of coaches available in the women's programs are comparable to their male counterparts. This assessment is currently determined to be equitable. No new head coaches were hired during the 2020-21 academic year.
f) publicity and promotion	Publicity and promotion for our programs is equitable in like sports and is accomplished through a robust website, media relation initiatives, and the video streaming of nearly all non-televised home competition in our team sports of men's and women's soccer, volleyball, women's basketball, softball, and baseball. Production and printing of collateral materials (e.g., posters, schedule cards, etc.) is equitable among like sports.
g) other support costs	
6. Provision of equipment and supplies	Coaches request funding based on condition of current equipment, replacement needs and requirements for new uniforms, and equipment for new student-athletes. An annual budget is provided for each sport, and adjustments are allowed for contingencies in any given year.
7. Scheduling of games and practice times	Teams that share facilities alternate requested practice times each year. Regular practice times are accommodated for continuity and student-athlete academic schedules. Competitions scheduled for the same date are arranged between coaches and administrators. Due to the extent of quality facilities, very few conflicts arise. This assessment is currently determined to be equitable.

8. Opportunities to receive tutoring	A full-time employee supervises a staff of approximately 30 qualified student tutors. The number of tutors available was signifcantly less than the previous year due to COVID. This group of tutors assists student-athletes in every possible course from entry-level math, English and science courses to upper-level courses required for their major. The tutors all go through training offered by the USF Learning Commons staff and are CRLA (College Reading and Learning Association) Level 1 certified. All tutors are regularly informed of the policies concerning academic integrity. All student-athletes have access to schedule tutoring on their own or through their academic advisors. This assessment is currently determined to be equitable.	
9. Compensation of coaches and tutors	Coaches are provided in like numbers for like sports and in proportion equal to or greater than the American Athletic Conference program standards. Compensation for coaches is determined based on comparison with other conference institutions, the fair market value, years, and type of experience. Tutors are compensated according to their level of experience and degree earned. All tutors, independent of assignments to students, teams or gender are paid equivalently. This assessment is currently determined to be equitable.	
10. Medical and training services	There is a complete sports medicine clinic within the Lee Roy Selmon Athletics Center as well as a satellite clinic within the Yuengling Center. All student-athletes have equal access to treatment and medical care as needed. A certified licensed athletics trainer is assigned to each sport. We have an extensive partnership with USF Health allowing for top notch medical care including surgeries and day-to-day care for all student-athletes. This assessment is currently determined to be equitable.	

11. Housing and dining facilities and services	Student-athletes, like all students, reside either on campus in general student residences or off campus in private residences available to all. On campus residences include apartment style units, as well as traditional college residence units. All sport teams are offered spaces in the apartment style housing as well as traditional housing equally. Additionally, the University has a great dining hall that has nutritional offers (Champions Choice); open to all students, which is located adjacent to the Yuengling Center. All student-athletes receive breakfast during the week at Champions Choice, as provided by the Athletic Department, regardless of if the student-athlete has a meal plan or not. This is both permissible by the NCAA, Conference Office, and Financial Aid. This dining opportunity provides all students and student-athletes with healthy food options to maximize performance. This assessment is currently determined to be equitable.	

Table 2. Sex Equity in Athletics – Areas of Improvement

Table 2. Sex Equity in Athletics – Areas for Improvement		
Areas for improvement	**Program for improvement**	**Timetable**
Athletics Participation, Salaries, Roster Management, and Scholarships	Currently, the primary areas of focus will be: increasing athletics participation for female students, roster management for all sports, increasing scholarship allotments for female student-athletes, and a review of salary equity for all sports. The university is migrating from one Title IX tier to another tier in an effort to strategically align the university's athletic program offerings with the interests of its student body. Our goal is to make the transition in the most efficient manner possible by balancing the university's needs and available resources. The recommended approach is to transition in stages over the course of the next several years with the initial focus on identifying the most impactful program(s) for our university.	Ongoing

Table 3. Student Athletes by Gender, 2020 – 2021

Table 3. Student Athletes by Gender, 2020-21

	Male	Female	Total
Number	292	276	568
Percent of Total	51%	49%	100%

Basis for Ensuring Compliance
__X__ Accommodation of Interest and Abilities
_____ Substantial Proportionality
_____ History and Practice of Expansion of Sports

The university is in the process of transitioning from the substantial proportionality prong to the accommodation of interest and abilities prong. In taking this step, the university recently announced the addition of two new programs in women's lacrosse and a women's beach volleyball that will begin competition within the next two years. Both of these programs were targeted to increase opportunities for female student-athletes that meet the interests of our current student body population.

Part V. EMPLOYMENT REPRESENTATION

Table 1. Category Representation – Tenured Faculty

Table 1. Category Representation – Tenured Faculty											
INDICATOR	**NRA**	**B**	**AI/AN**	**A**	**H**	**NH/OPI**	**W**	**≥ TWO***	**NOT REPORTED**	**FEMALE**	**MALE**	**TOTAL**
Number, Fall 2021	23	37	1	136	30	1	550	26	9	298	515	813
Number, Fall 2020	25	37	1	132	35	1	589	23	10	310	543	853
1YR Percentage Change	-8%	0%	0%	3%	-14%	0%	-7%	13%	-10%	-4%	-5%	-5%
Number, Fall 2016	11	36	4	104	37	0	603	14	6	276	539	815
5YR Percentage Change	109%	3%	-75%	31%	-19%	#DIV/0!	-9%	86%	50%	8%	-4%	0%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

Overall, the total number of tenured faculty decreased 5% from the year 2020 to the 2021 year (from 853 to 813 faculty). Of tenured faculty, Asian faculty and those identifying as Two or More Races had the greatest proportional gains over the past year, with their numbers increasing by 3% and 13%, respectively. Rates for the number of tenured faculty over the past five years were flat with notable gains being made by faculty in two groups: Asian faculty (31% increase), and faculty identifying as Two or More Races (86% increase). The number of Hispanic faculty has decreased by 19% when compared to five years ago, with a -14% decrease from 2020 to 2021. Tenured faculty who are women represented 36.6% of all tenured faculty in 2021, while men represented 63.3%. Women remain significantly underrepresented as tenured faculty. This proportional disparity has remained relatively unchanged in comparison to the previous year, but it represents an 8% increase from five years ago.

Opportunities for Growth:

A comparative analysis of the growth of tenured faculty suggests that overall USF fares relatively well in comparison to other institutions. In a 2020 report on 52 peer institutions including USF, Public Association of American Universities (AAU), Public AAU Prospects and SUS Research Institutions, USF was ranked 22/52 for the percentage of overall minority faculty. Within this group, USF was ranked in the following way: Black faculty (9/52), Hispanic faculty (25/52), American Indian/Alaskan Native (38/52), Asian (31/52), Native Hawaiian/Pacific Islander (30/52), Two or more races (1/52), and Women (5/52). Based on national standards, we should improve our recruitment of tenured faculty who identify as Black, American

Indian/Native Alaskan, Hispanic, and Native Hawaiian Pacific Islander. It is notable that we ranked number one out of all 52 peers for the percentage of faculty identified in the Two or More Races category. Over the past five years, the significant increase in the proportion of faculty who identified as Two of More Races likely contributed to this ranking. It is valuable to understand the factors that have impacted this increase in the category of Two or More Races. A preliminary review of the detailed breakdown of faculty and staff at USF who identify in this group reveals that the overwhelming majority of these individuals mark Hispanic as one of their identities. We should continue to pursue opportunities to develop more robust pipeline programs to promote the recruitment and retention of diverse faculty members with a focus on Hispanic and Black faculty, including a university-wide organization dedicated to fostering an environment of mutual support, community, advocacy and respect for Latinx/a/o, Latin American, or Hispanic identified faculty and staff.

Table 2. Category Representation – Tenure-Track Faculty

Table 2. Category Representation – Tenure-Track Faculty											
INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2021	28	17	0	29	5	0	93	13	5	93	97	190
Number, Fall 2020	35	17	0	31	8	0	110	8	6	102	113	215
1YR Percentage Change	-20%	0%	#DIV/0!	-6%	-38%	#DIV/0!	-15%	63%	-17%	-9%	-14%	-12%
Number, Fall 2016	38	20	0	53	23	0	185	6	4	163	166	329
5YR Percentage Change	-26%	-15%	#DIV/0!	-45%	-78%	#DIV/0!	-50%	117%	25%	-43%	-42%	-42%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

Among tenure-track faculty, USF experienced a 12% decrease in tenure-track faculty between Fall 2020 and Fall 2021 due to a reduction in hiring (COVID-19 related). All racial categories experienced either no growth or a decline during this period except for those who identify as Two or More Races who increased by 63%. Overall, the number of tenure-track faculty has reduced by 42% over the past five years. Hispanic faculty numbers have experienced the greatest decrease with 38% fewer than last year and a 78% decline compared to 2016. The most notable observation is that, over the past five years, the number of faculty who identify as Two or More Races increased by 117%. In terms of gender, women are represented almost equally with me, representing 48.9% of tenure-track faculty (a number that has declined 0.6% since 2016). Men make up 51% of tenure-track faculty, a number that has increased by 0.6% since 2016).

Opportunities for growth:
Based on national standards, we should improve our recruitment of tenure-track faculty who are women and who identify as Black, American Indian/Native Alaskan, Hispanic, and Native Hawaiian Pacific Islander. Declines in Hispanic faculty may necessitate innovative recruiting and retention strategies. In addition to documenting the number of tenure-track professors, we plan to invest in opportunities that support recruitment in and progression through the tenure-track. As we recover from the COVID-19 crisis, attention should be paid to how we can ensure that women and underrepresented racial and ethnic minority groups are recruited into tenure-track positions. Upcoming faculty search, hiring, and pipeline processes should be used to address these disparities. These will be detailed in the Areas of Improvement (Part VI).

Table 3. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities

Table 3. Category Representation – Non-Tenure-Earning Faculty _or_ Faculty at Non-Tenure Granting Universities												
INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2021	44	46	3	115	60	0	603	63	32	532	434	966
Number, Fall 2020	35	50	2	103	66	0	615	47	38	523	433	956
1YR Percentage Change	26%	-8%	50%	12%	-9%	#DIV/0!	-2%	34%	-16%	2%	0%	1%
Number, Fall 2016	25	38	1	71	61	1	534	24	19	414	360	774
5YR Percentage Change	76%	21%	200%	62%	-2%	-100%	13%	163%	68%	29%	21%	25%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

The number of non-tenure earning faculty in 2020-2021 has experienced a 25% increase when compared to the 2016 numbers. These trends are reflected across all racial and ethnic groups except among Hispanic faculty, who decreased by 2% since last year. Notably, the number of faculty identifying with Two or More Races increased by 163% since 2016. Hispanic faculty experienced the highest percentage of decline both over last year (9% decline) and over the past five years (2% decline). Women represent 55% of non-tenure earning faculty, which is a number that has increased by 2% since 2016.

Opportunities for growth:
We should continue to pursue opportunities to recruit non-tenure earning faculty. Across all groups over the past five years, except NH/OPI and Hispanic faculty, the percentage change has been rising. Using national standards, we should recruit non-tenured faculty who identify as Black, Hispanic, and Native Hawaiian Pacific Islander. At the same time, we should ensure that non-tenured faculty have opportunities for promotion within their ranks as part of our retention strategy. Moreover, women and racial and ethnic minorities are more likely to be non-tenured faculty which means they occupy faculty positions that may be more vulnerable. While there is substantial representation of underrepresented groups among non-tenure earning faculty, these same trends are not evident among tenured or tenure-track faculty. Best practices recommend that we closely monitor trends of non-tenured faculty, in order to cultivate a climate wherein women and racial and ethnic minorities have equal access to both tenure and non-tenured faculty appointments. The declining proportions of Hispanic faculty at all levels require coordinated efforts to address this disparity.

Table 4. Category Representation – Executive/Administrative/Managerial

Table 4. Category Representation – Executive/Administrative/Managerial											
INDICATOR	**NRA**	**B**	**AI/AN**	**A**	**H**	**NH/OPI**	**W**	**≥ TWO***	**NOT REPORTED**	**FEMALE**	**MALE**	**TOTAL**
Number, Fall 2021	2	38	0	26	19	0	350	33	2	237	233	470
Number, Fall 2020	3	37	0	28	29	0	352	24	3	229	247	476
1YR Percentage Change	-33%	3%	#DIV/0!	-7%	-34%	#DIV/0!	-1%	38%	-33%	3%	-6%	-1%
Number, Fall 2016	2	19	0	27	23	0	323	10	2	197	209	406
5YR Percentage Change	0%	100%	#DIV/0!	-4%	-17%	#DIV/0!	8%	230%	0%	20%	11%	16%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

USF experienced decreases in the numbers of Executive/Administrative/Managerial employees between Fall 2021 (470) and Fall 2016 (406). In comparison to five years ago, Black managers increased by 100% and those identifying as Two or More Races increased by 230%. Hispanics decreased by 17% during this same period. From Fall 2020 to Fall 2021, Black managers increased by 3% and those identifying with Two or More Races increased by 38%, while Hispanics decreased by 34% and Asians declined by 7%. Women represented 50.4% of managers, which is a 1.9% increase from five years ago.

Opportunities for growth:

Given our diverse student population and location in a diverse, urban community, it is important that under-represented groups are present in executive/administrative/managerial roles. Our review of comparative national standards for management occupations allows us to determine that women should represent 55% of managers, but they represent 50% at USF. Comparative peer data about Asian managers reveals they should represent 4.4% of managers, and they represent about 6% of USF's managers. Given comparative standards, our focus should include female, Hispanic, Black, American Indian/Native Alaskan, and Native Hawaiian/Other Pacific Islander, which are represented at levels that are lower than our peer data.

Attention to trends over the last year also reveals significant declines in Hispanic executive/administrative/managerial representation, which suggests that stronger recruitment and retention efforts would be beneficial. Accelerated efforts to address these declines would be in alignment with the Board of Governors' DEI memo recommendations related to talent acquisition. National best practices recommend the establishment of leadership academies or programs at USF that identify promising leaders from underrepresented groups and provide them

with the opportunity to gain the skills necessary to assume leadership roles. Given broader regional demographics, the low proportion of Hispanic managers appears to be a sharp misalignment that should be proactively addressed through collaborations between Human Resources, DEI, and senior leadership.

Part VI. Areas of Improvement and Achievement

Guidelines from the Board of Governors require that the **areas of achievement** from last year (2019 – 2020) be compared with the **areas of improvement** from the current year (2020 – 2021). A description of the areas of achievement is provided, as well as a table that represents comparisons over the past year related to student enrollment, faculty recruitment, managerial representation, and athletics.

Areas of Achievement: 2020 – 2021

Student Success

We have continued to advance Student Success by maintaining a graduation and retention rate that reflects our elimination of gaps across racial and ethnic groups. In 2020, for the second consecutive year, Black and Asian FTIC students had the highest retention from year 1 to year 2. We have also been successful at recruiting transfer students especially those who are members of underrepresented groups. Specifically, the composition of our transfer population is much more representative of our diverse population, offering greater opportunity for the enrollment of a more inclusive student body. For all levels of undergraduate education, the proportion of women exceeded the proportion of men in terms of enrollment.

Overall, our current undergraduate Hispanic student population is 21% percent. As we continue to recruit high-achieving Hispanic students, including National Hispanic Scholars, we will likely reach 25% in the coming years. This would potentially permit USF to be considered a Hispanic-Serving Institution status. Given the growth of the Hispanic population and our successes at enrolling these students in increasing proportions each year, continued investments in specific academic programs, support services, faculty and staff recruitment will be critical. In addition to undergraduate enrollment, significant strides are evident in the awarding of professional degrees to Hispanic students and students who identify as Two or more races. These rising numbers suggest that USF is on a trajectory of growth that will continue to diversify the campus.

In addition to the new programs and initiatives thoroughly outlined in the Part III, Section, D, we are working to continue to increase access to USF for Black students. In fall 2021, the Office of Student Success received a Helios grant to work with the USF Black Leadership Network and consultant, Dr. Lincoln Chandler, to identify barriers to Black student access and recruitment. Recommendations from Dr. Chandler include continuing the Office of Student Success outreach programs previously mentioned in Part III, Sections A,B, and C; expanded outreach to area middle schools, including partnerships with local community based organizations to increase awareness of USF; full-day guidance counselor event at local Title 1 schools; establish a data-sharing agreement with local school districts to promote college readiness to top 25% of first and second year high school students; emphasize FAFSA completion and financial aid instruction and awareness for potential students; continue to de-emphasize standardized test scores and focus on high school GPA during admissions evaluation; develop partnership programs for the Institute on Black Life (IBL) and local state colleges to promote IBL to prospective students; expand IBL across all campuses to create similar events throughout OneUSF; create and measure a sense of belonging for Black students at USF; examine and evaluate recruitment, training, and

retention policies and processes through an Equity lens; require ongoing DEI training for all staff and faculty. In short, USF should consider providing additional assistance to current entities that support Black student enrollment, matriculation, persistence, and graduation. Towards that end, over the past year USF has greatly expanded its outreach programs to middle and high schools, institutionalized calling campaigns, developed closer ties to high school guidance counselors, offered SAT/ACT preparation courses, and greatly expanded its collaborations with community organizations.

Faculty Success
In 2020-2021, 97% of those faculty members who applied for tenure received it. In terms of candidates for tenure, male candidates (63.3%) exceeded women (36.6%) by a significant margin. Only one candidate, a white woman, did not receive tenure, and this was due to deferral, not denial. Of the 29 faculty members earning tenure this year, 19 were white, 7 were Asian, 2 were Hispanic, and 1 was Black.

The primary methods of promoting diversity/inclusion among faculty was making all search committees aware of best practices in enhancing diversity in recruiting, the use of Target of Opportunity hiring (hiring without searches) when opportunities arose, the Provost office reviewing applicant pool demographics and requiring descriptions of explicit efforts made to diversity applicant pools, and placing an emphasis on aggressively advertising faculty positions in outlets that were determined to be directed to minority faculty audiences. This is in addition to the salary adjustment strategies captured in the figures provided in the Budget Plan (Part IX of this report). In addition, individual departments have established "pipeline programs" with minority-serving institutions to enhance the likelihood of having minority candidates apply for positions in their departments. We will continue to review tenure and promotion guidelines across the Colleges in order to promote transparency and equity and ensure equitable faculty assignments. This is consistent with the USF Principle of Community value of Transparency with Accountability.

The USF Faculty Senate constituted a Council on Racial Justice that solidified a commitment to diversity, inclusion, equity, and justice from the faculty. The council has reviewed aspects of faculty research, faculty awards, and student curriculum to identify opportunities for furthering principles of diversity, equity, and inclusivity in these areas.

In Fall 2020, USF launched a research initiative and offered grants to faculty to support 23 research projects that address anti-blackness and systemic racism. This **$500,000** fund from the provost's office and the research and innovation office is overseen by the USF Research Task Force on Understanding and Addressing Blackness and Anti-Black Racism in our Local, National, and International Communities.

Athletics
Experience and number of coaches available in the women's programs are comparable to their male counterparts. This assessment is currently determined to be equitable. No new head coaches were hired during the 2020-21 academic year. USF is actively working to explore the possibilities of expanding options for women's sports.

Pursuant to the Board of Governors request, below are the **areas of achievement** from last year (2019-2020) compared with the **areas of improvement** for the current year (2020-2021):

Areas of <u>Improvement</u> Pertaining to Academic Services, Programs, and Student Enrollment (This year: 2020-2021)	Achievement Report for Areas of <u>Improvement</u> Pertaining to Academic Services, Programs, and Student Enrollment Identified (Identified Last Year: 2019-2020)
Goals for 2020-2021: Increase the proportion of under-represented students at all levels including undergraduate (FTIC and Transfer), graduate, and First Professional Degree programs. **Undergraduate Enrollment (FTIC and Transfer):** We addressed the decline in enrollment and realized increases in the majority of all racial and ethnic student populations. Specific outreach programs included a calling campaign where administrators, faculty, and staff reached out to admitted students from underrepresented populations to address any concerns or questions they might have had as they finalized their college decisions. USF also administered the Guaranteed Admissions Pathway Program (GAPP), designed to strengthen university-community engagement while increasing admissions opportunities for students of underserved populations. We reviewed our admissions application process and adjusted outreach strategies to increase enrollment of underrepresented students. The Admissions Offices worked more closely with local high schools to increase visibility in schools with high achieving underrepresented students and hosted events virtually and some in person to reengage in the admissions process. Once students were admitted to USF, we were more strategic in our approaches to admissions yield, which included calling campaigns by various university and community stakeholders, including the Presidential African American Advisory Council, the Presidential Latin Community Advisory Council, along with university faculty and staff, which contributed to the increases in enrollment. Additional targeting materials focused on these respective communities were also	**These are the Areas of Achievement as listed on page 50 of the 2019-2020 USF Equity Report:** "We have continued to advance Student Success by maintaining a graduation and retention rate that reflects our elimination of gaps across racial and ethnic groups. In 2019, Black and Asian FTIC students had the highest retention from year 1 to year 2. We have also been successful at recruiting transfer students especially those who are members of underrepresented groups. Specifically, the composition of our transfer population is much more representative of our diverse population, and this offers opportunity for the enrollment of a more diverse population. For all levels of undergraduate education, the proportion of women exceeded the proportion of men in terms of enrollment. Overall, our current undergraduate Hispanic student population is 22% percent. As we continue to recruit high-achieving Hispanic students, including National Hispanic Scholars, we will likely reach 25% in the coming years. This would potentially permit USF to be considered a Hispanic-Serving Institution status. Given the growth of the Hispanic population and our successes at enrolling these students in increasing proportions each year, continued investments in specific academic programs, support services, faculty and staff recruitment will be critical. In addition to undergraduate

beneficial. These initiatives will continue with the goal of increased participation from respective stakeholders.

Graduate Enrollment (MA and Professional): At the graduate level, intentional efforts to cultivate a graduate student pipeline program to facilitate the move of underrepresented students, especially Black and Hispanic students, from undergraduate studies to M.A. studies would be beneficial. We continue to collaborate with our local and external community partners including our Presidential Advisory Councils (PACs), such as the USF Latin Community Advisory Council, and external stakeholders to build these relationships. Additionally, closer relationships with donors that comprise our Latino Scholarship Program could also offer opportunities for mentorship that would allow us to achieve parity related to proportional representation in our M.A. programs in comparison to the bachelor's program. Similarly, for women and racial and ethnic minorities, we plan to work closely with existing PACs to achieve similar goals. Currently, the student mentorship program that exists between the Black Faculty and Staff Association, Black Leadership Network, and the Latino Scholarship Program provides a model that could be scaled up to benefit all underrepresented groups.

Specific graduate student success initiatives for 2020 – 2021 include issuing guidance on holistic admissions processes to all programs from the Graduate Council, the creation of a robust mentoring program to build relationships and foster wellness among graduate students, and the hiring of a media design specialist to asst with developing a more expansive web presence and the creation of a clearinghouse for graduate fellowships and other financial aid opportunities.

Graduate Enrollment (Doctoral):
Overall, the proportional representation of women and racial and ethnic minorities in doctoral degree programs has been stable. The historically low representation of Black and Hispanic students, especially relative to their overall population size, continues to be an area of concern. Specific recommendations that emerged from our most recent Graduate Student Success Council report included the development of a Graduate Student

enrollment, significant strides are evident in the awarding of professional degrees to Hispanic students and students who identify as Two or more races. These rising numbers suggest that USF is on a trajectory of growth that will continue to diversify the campus.

In addition to the new programs and initiatives thoroughly outlined in the Part III, Section, D, we are working to continue to increase access to USF for Black students. In fall 2020, the Office of Student Success applied for and received a Helios grant to work with the USF Black Leadership Network and consultant, Dr. Lincoln Chandler to identify barriers to Black student access and recruitment. If successful, any initiatives proposed through this program could be extended to support greater access among other under-represented student groups. Overall, potential future efforts might focus on earlier outreach programs (middle school and high school), calling campaigns, closer ties to high school guidance counselors, SAT/ACT preparation courses, and additional collaborations with community organizations. We plan to apply for federal funding to support the development of programming that focuses on the recruitment and retention of students of color."

Success dashboard to provide PhD placement data to all colleges and PhD programs, the creation of a robust mentorship program, re-evaluation of Admissions practices, development of more expansive web presence, a clearinghouse of graduate fellowships/financial aid, and metrics assessing graduation and career progress of graduates. As these recommendations were made in 2019 just prior to onset of the Covid-19 era, this caused an extended delay in implementing or facilitating these programs. Additionally, USF found itself facing significant budget issues as well as enrollment and pending graduate-level enrollment challenges, causing a reassessment of issues demanding prioritized attention. Moving forward, the university intends to revisit these previous recommendations and determine which ones to pursue, with a goal of maximizing return on any investment necessary to achieve the desired results of greater diversity at the doctoral degree level.	

Areas of Improvement Pertaining to Gender Equity in Athletics (This Year)	Achievement Report for Areas of Achievement Pertaining to Equity in Athletics (Identified Last Year)
Goal for 2020-2021: Our goal is to increase athletic participation for female students, roster management for all sports, scholarship allotments for female student-athletes, and a review of salary equity for all sports. **Gender Equity in Athletics:** The university is in the process of transitioning from the substantial proportionality prong to the accommodation of interest and abilities prong. In taking this step, the university is actively gathering data and evaluating opportunities that meet the interests of our current student body population. The focus of this effort is to identify and implement new intercollegiate sports programs to increase the number of competitive participation opportunities for female student-athletes within the next three years. **Results:** USF's female undergraduate enrollment for the 2020-21 academic year was 57%. The university's male undergraduate enrollment was 43%. The female athlete participation ratio was 48.6%. The male athlete participation ratio was 51.4%. Female athlete participation percentage increased from 45% the previous year.	**Areas of Achievement as listed on page 50 of the 2019-2020 USF Equity Report:** Most of the department's competition seasons were cancelled due to COVID-19, but prior to that the department had sports teams in their respective NCAA tournaments. We have hired a new track and field coach, and we are actively working to explore the possibilities of expanding options for women's sports.
Areas for Improvement Pertaining to Employment Identified (This Year)	**Achievement Report for Areas of Improvement Pertaining to Employment (Identified Last Year)**
Goal for 2020-2021 (faculty): USF should increase the number of under-represented tenured, tenure-track faculty, and non-tenure earning faculty who identify as female, Black, American Indian/Alaskan Native, Hispanic, and Native Hawaiian/Other Pacific Islander. **Tenure-track faculty recruitment:** USF should prioritize tenure-track faculty positions with a goal of	**These are the Areas of Achievement as listed on page 36 of the 2019-2020 USF Equity Report:** In 2019-2020, 90% of those faculty members who applied for tenure received it. In terms of candidates for tenure, the proportion of women and men was

61

recruiting high performing faculty members who are women and members of underrepresented racial and ethnic groups. Our goal is to enhance efforts to both diversify the applicant pools and cultivate the type of long-lasting relationships with institutions and organizations that can consistently attract underrepresented faculty to our campuses. This involves a transition toward a more relationship-based approach in our pursuit of talent acquisition. In addition to faculty recruitment, funds should be allocated to advance the retention of high achieving faculty especially minority faculty and females in fields where they are underrepresented (including and extending beyond STEM fields).

Pre-tenure attrition: While the faculty tenure statistics are promising, closer attention should be paid to faculty attrition before application to tenure to ensure that underrepresented group members are not exiting USF before even applying for tenure. By doing so, we would be in alignment with our stated goal of increasing recruitment of faculty who are women and from underrepresented racial and ethnic groups. To this end, ODEI are actively researching pre-tenure attrition with the goal of increasing tenure-track faculty retention.

Strategies for faculty recruitment:
The Office of Graduate Studies offers the McKnight Doctoral Fellowship, a program designed for underrepresented minorities, with a total value of $303,621 for the 2020-2021 year. In addition, the Provost's Office spent $11,500 to send several URM faculty members to the McKnight conference last year that was held in Tampa.

USF also offers the Sloan/University Center of Exemplary Mentoring program, which is designed for graduate student recruitment with channeling toward academic careers. This program is supported by a grant from the Sloan Foundation, with an additional $19,000 from the College of Engineering to support participation.

USF offered several start-up packages for new faculty. In 2020 – 2021 a total of $193,000 was committed to start-up packages for URM and female candidates.

virtually the same (14/30 versus 16/30). Of those candidates who did not receive tenure were one Asian man, one Black woman, and a white woman. This was a relatively successful year for females and minority faculty in the tenure and promotion process.

The primary methods of promoting diversity/inclusion among faculty was making all search committees aware of best practices in enhancing diversity in recruiting, the use of Target of Opportunity hiring (hiring without searches) when opportunities arose, the Provost office reviewing applicant pool demographics and requiring descriptions of explicit efforts made to diversity applicant pools, and placing an emphasis on aggressively advertising faculty positions in outlets that were determined to be directed to minority faculty audiences. This is in addition to the salary adjustment strategies captured in the figures provided in the Budget Plan (Part IX of this report). In addition, individual departments have established "pipeline programs" with minority-serving institutions to enhance the likelihood of having minority candidates apply for positions in their departments. We will continue to review tenure and promotion guidelines across the Colleges in order to promote transparency and equity and ensure equitable faculty assignments. This is consistent with the USF Principle of Community value of Transparency with Accountability.

The Office of Diversity, Equity, and Inclusion (ODEI) was restructured to remove compliance and allow the office to focus on equity initiatives, including employee recruitment and retention. To enhance our hiring practices, the USF team compiled national data regarding STEM faculty applicant pools. With the information related to available applicants on a national scale, our team has been able to rethink traditional hiring strategies to expand the pool; for example, are post-doc positions a requirement to be hired? An important, and sometimes challenging, aspect of proposing changes to the hiring processes requires developing relationships with faculty hiring committees. ODEI has been actively working to develop relationships with these bodies to enhance hiring efforts.

Goal of 2020-2021 (staff): USF should increase the overall proportional representation of managers that identify as female and/or a member of underrepresented racial and ethnic groups (listed above).

Strategies for staff recruitment:
There are several areas of improvement for staff including leadership/mentorship programs that target underrepresented groups and provide them with opportunities to gain leadership experience. Professional development opportunities (and funding) are also recommended to promote the advancement of underrepresented groups into managerial positions. The Office of Diversity, Equity, and Inclusion is currently working on a program with Human Resources to improve long-term employment and growth opportunities for mid-level staff positions across OneUSF. USF continued its collaboration with the broader Tampa Bay community (job fairs, community career forums, etc.) in an effort to strengthen pipelines for recruitment of diverse staff and managerial personnel, with a concerted effort to recruit Hispanic and African American candidates.

PART VII. PROTECTED-CLASS REPRESENTATION IN THE TENURE PROCESS

Table 1. Protected-Class Representation in the Tenure Process, 2020-2021

Table 1. Protected-Class Representation in the Tenure Process, 2020-21

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
MALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian	6	0	0	0	6
Black or African American	0	0	0	0	0
Hispanic	0	0	0	0	0
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	13	0	0	0	13
Other, Not Reported	0	0	0	0	0
Total Male (Include Other, Not Reported)	**19**	**0**	**0**	**0**	**19**
FEMALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian	1	0	0	0	1
Black or African American	1	0	0	0	1
Hispanic	2	0	0	0	2
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	6	0	0	1	5
Other, Not Reported	1	0	0	0	1
Total Female (Include Other, Not Reported)	**11**	**0**	**0**	**1**	**10**
GRAND TOTAL	**30**	**0**	**0**	**1**	**29**

LEGEND:

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

A total of 30 individuals were considered for tenure during the 2020-2021 academic year. Of those, 29 (97%) were granted tenure, with one white female deferring. All ten non-White candidates were recommended for tenure while 10 of 11 (91%) female candidates were recommended. These numbers suggest overwhelmingly that faculty who apply for USF are successful.

64

Opportunities for Growth:

There are several opportunities for growth related to the tenure process and representation of protected classes. Overall, once faculty apply for tenure at USF, the data clearly illustrate that they have a high probability of achieving it. However, the numbers in the Table above also reflect our relatively low proportion of racial and ethnic minorities who are tenure candidates. In order to strengthen the number of faculty who are applying for and receiving tenure, more attention to the faculty recruitment and retention process is necessary. Moreover, these data do not provide information about faculty attrition prior to the application process. USF is currently undertaking efforts to understand the reasons for faculty attrition, which might include an evaluation of our exit interview process for faculty.

PART VIII. PROMOTION AND TENURE COMMITTEE COMPOSITION

Table 1. Promotion and Tenure Committee Composition, AY 2020-2021

Table 1: Promotion and Tenure Committee Composition, AY 2020-21																			
Type of Committee	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee																		
Arts & Sciences																		
Anthropology	0	1							0	2			8	8			8	11
Cell Biology, Microbiology, & Molecular Biology					1	2							4	4			5	6
Chemistry					5	0			1	0			7	1			13	1
Communication					1	0							1	2			2	2
Economics					1	1			1	1			5	1			7	3
English	0	1			0	1			1	1			8	14			9	17
History													6	1			6	1
Humanities & Cultural Studies																		
Integrative Biology													2	3			2	3
Mathematics & Statistics																		
Philosophy																		
Physics																		
Psychology									0	1			2	2			2	3

Religious Studies																				
School of Geosciences	1	1			2	1							8	2			11	4
School of Information	1	0			1	1			0	1			3	1			5	3
School of Interdisciplinary Global Studies	1	1			1	0							7	4			9	5
School of Public Affairs																			
Sociology	1	1							0	1			4	7			5	9
Women's & Gender Studies																			
World Languages																			
Zimmerman School of Advertising & Mass Communications	0	1			1	0							1	3			2	4
Behavioral & Community Sciences																			
Communication Sciences & Disorders																			
Criminology																			
Mental Health Law & Policy																			
Education																			
Childhood Education/Literacy Program	0	1			0	1			1	0			2	5			3	7
Curriculum, Instruction and Learning	0	1			0	1							4	7			4	9
Educational & Psychological Studies	0	1			2	2			1	2			6	6			9	11

UNIVERSITY OF SOUTH FLORIDA (USF) | Florida Equity Report | 2022

Language Literacy Exception EDD, Exceptional Education and Physical Education	0	1			0	1		1	0	3	4	4	6
Leadership, Policy & Lifelong Learning										1	1	1	1
Engineering													
Chemical, Biological, & Materials Engineering			1	0	3	0		1	1	4	0	9	1
Civil & Environmental Engineering	0	1			1	0		1	0	4	2	6	3
Computer Science & Engineering					6	1		2	0	6	1	14	2
Electrical Engineering	0	1			7	1		1	0	11	0	19	2
Industrial and Management Systems Engineering													
Mechanical Engineering													
Medical Engineering													
Marine Science					1	0		1	0	10	6	12	6
Morsani College of Medicine													
Dermatology					1	0				1	0	2	0
Family Medicine								0	1	1	2	2	2
Internal Medicine					2	1				5	1	7	2
Medical Education	1	0			1	1				0	2	2	3
Molecular Medicine													

Department												
Molecular Pharmacology and Physiology	1	0			2	1			3	0		6	1
Neurology	1	0							2	2		3	2
Neurosurgery					1	0			2	2		3	2
Obstetrics & Gynecology	1	0							8	6		9	6
Oncologic Sciences					1	0			4	2		5	2
Orthopaedics	0	1							3	1		3	2
Pathology					1	0			1	3		2	3
Pediatrics					1	1	2	0	0	1		3	2
Physical Therapy					1	0			2	1		3	1
Plastic Surgery									3	0		3	0
Psychiatry									2	3		2	3
Radiology													
Surgery					1	0			5	1		6	1
Urology									3	0		3	0
Muma College of Business													
Kate Tiedeman School of Business and Finance	1	0			5	2			6	1		12	3
Lynn Pippenger School of Accountancy	0	1			2	0	1	1	3	4		6	6
School of Hospitality & Tourism Management									1	1		1	1
School of Information					9	1			10	3		19	4

Systems & Management										
Nursing			0	2	1	1	2	15	3	18
Pharmacy										
Pharmaceutical Sciences			2	1					2	1
Pharmacotherapeutics and Clinical Research	0	1	0	1			0	1	0	3
Public Health			1	0			4	3	5	3
The Arts										
School of Architecture & Community Design							2	1	2	1
School of Music			1	1			7	0	8	1
School of Art & Art History										
School of Theatre and Dance	0	1	0	1	0	1	3	2	3	5
USF Libraries			1	0			0	1	0	1

Our goal is to ensure that faculty on tenure and promotion committees, although varying considerably across different disciplines, represent the diversity of our faculty. Our faculty continue to become more diverse and as we grow and utilize intentional strategies as mentioned in Part V. This process will continue to accelerate. The information regarding Promotion and Tenure committee composition within the tenure process can be seen in the charts above representing each institutional unit.

Opportunities for Growth:

It is important that university committee members who are deliberating on tenure cases reflect the diversity of our tenure candidates. As indicated in the chart above, USF has made significant improvements in the diversity of its tenure and promotion committees, however, there is still significant room for improvement. During the past academic year, the overall composition of tenure and promotion committees was 59% male and 41% female committee membership, a dramatic improvement over 2019-2020. Unfortunately, the demographic constituency remained overwhelmingly homogenized, with white professors making up 70% of all tenure and promotion committee members university wide. While our university reporting guidelines require that the demographic information of all tenure and promotion committee members be included in each tenure and promotion file, we continue to work towards institutionalizing a plan to ensure that we have sufficient diversity on each and every committee. Until USF increases the recruitment and advancement of women and faculty members from underrepresented minority groups, this issue will continue to be a challenge. There remain no university guidelines related to ensuring gender, race, and/or ethnicity representations in tenure and promotion committees. Faculty indicate their racial and ethnic background on the tenure and promotion documents, but there are no clear guidelines about how that information will be used. We recommend efforts to establish guidelines in the governance documents to achieve equitable representation.

PART IX. Other Requirements

A. The Budget Plan

In accordance with state and federal law, Authority: Section 7(d), Art. D. Fla. Const; History: New 11-4-10, we include below our budget plan to support the attainment of the university's equity goals related to Employment Equity and Student Success:

Employment Equity is managed through the Division of Human Resources. Equity is evaluated and achieved through Counteroffer, Retention, Internal Equity, and Market Equity increases. Salary increases which are not due to new hires, promotions, or mandated raise processes fall under the broad category of Special Pay Increases (SPI's). Such increases are proposed by managers to meet distinctive, case-by-case circumstances. Additional information regarding SPI's can be found at https://usfweb.usf.edu/human-resources/resources/showfile/1/20. During the 2020 – 2021 year the University of South Florida made the following adjustment to reach equity in the named categories: Counteroffers - $210,071.00; Retention - $0, Internal Salary Inequity - $22,194.00; Market Equity - $33,499.49; Market Adjustment - $0. These adjustments total $265,764.49. Employment Equity is evaluated, and adjustments are made annually. The goal for the university is to continue to evaluate and adjust salaries accordingly and address salary inequity, where possible. Note that both the COVID-19 pandemic and a new collective bargaining unit had significant effects on USF's ability to enact pay raises during this period.

In Fall of 2020 President Currall announced the constitution of the Salary Equity Taskforce, whose purpose was to conduct a systematic review of salary inequity and identify wage gaps across the university. In Fall 2021 USF's Salary Equity Analysis was completed and the Taskforce submitted its recommendations to President Law based on the data received. Full details of this project will be included in next year's Equity Report. USF will continue to leverage its salary equity data to support our ability to identify, recruit, and retain employees through the establishment of a robust talent acquisition and retention program

In addition to employment equity, the following programs, initiatives, and offices reflect how Student Success efforts, along with targeted support from the USF Foundation, promote student success and equity. The dollar amounts are high level estimates of the funding allocated to the AVP unit for those initiatives.

Within Undergraduate Studies, our budget consists of approximately $**2,250,000** to support our Office of Academic Advocacy, the use of Predictive Analytics to predict first-year persistence, and TRIO programs (SSS, Upward Bound, and College Reach-Out Program).

As part of the Office of the Dean of Students (DOS) and Support Services, our budget consists of approximately **$1,000,000.** The Dean of Students (DOS) Office is focused on the following areas: Advocacy, Leadership Development, Involvement, Civic Engagement, Multiculturalism, Diversity, & Inclusion, and Responsible Community Behaviors. The most direct investment in equity and inclusion is through the Office of Multicultural Affairs (OMA). OMA coordinates

educational, cultural, and social programs to foster experiences which create interculturally mature global citizens who are prepared to thrive in diverse environments. OMA promotes intercultural dialogue, awareness, advocacy, and diversity, while helping students understand and appreciate a multitude of identities. Some of the programs and training includes iBuddy (International Buddy Program), Intercultural Student Leadership Conference, Safe Zone training, UndocuALLY training, and the Multicultural Community, which is a coalition of multicultural student organizations that fosters cross-cultural relationships. These programs have been previously described in the Student Services section (Part III D) of the Equity report.

As part of the Office of Admissions, our budget consists of approximately **$1,500,000**. The most significant and valuable investment is in the History of Achievement Award, a scholarship that recognizes select students who have achieved above average academic records in high school while facing significant socioeconomic, educational, cultural, or personal challenges. The University will award approximately 150 scholarships per year at $2000 per year award for four years, for a total of $300,000 annually. The budget is also used to support the GAPP and College Preview Day, previously described in the Student Services section (Part III D) of the Equity report.

As part of the USF Foundation, we support the Latino Scholarship Program with a budget of **$284,143.00.** The USF Latino Scholarship is a university-wide, undergraduate (incoming freshman or junior level transfer) scholarship designed to assist USF in achieving and sustaining the education benefits of diversity and increasing the number of USF students interested in issues affecting the Latino community and/or likely to give back to the Latino community after graduation. Students must graduate from an accredited high school or community college in Hillsborough, Pinellas, Polk, Manatee, Pasco, Hernando, or Sarasota County. Strong consideration will be given to students who are: fluent in Spanish; first generation in their family to attend college; from diverse ethnic background.

Finally, the budget for Black Leadership Network (BLN) Scholarships totals **$87,242.00**. The Black Leadership Network is a partnership-based group founded in 2016 focused on engaging the community and enhancing the educational and leadership opportunities for scholars engaged in the Black Leadership Network at the University of South Florida. The scholarship funds student scholarships and programs that focus on life skills, professional development, and mentoring.

B. President's Evaluation

The Presidential Evaluation was last conducted in September of 2020 by the USF Board of Trustees on Dr. Currall. Per 3.6 of President Currall's contract for July 1, 2020 – June 30, 2021:

> "On or before September 30 of each contract year, Dr. Currall shall initiate the evaluation process for the period that began on July 1 of the previous contract year and ended on June 30 of the same by submitting to the Board Chair and Governance Committee a self-appraisal of the President's performance during said period. This appraisal shall address performance related to each of the goals and objectives determined for July I through June 30 of the previous contract year.

> At a special or regularly scheduled Board meeting after the President has submitted this self-appraisal the Board shall evaluate Dr. Currall's performance for the previous contract year (July 1 through June 30) based on achievement of the mutually agreed upon specified goals and objectives and other mutually agreed criteria. To aid the Board in its performance review, the President agrees to furnish such oral and written reports as may be requested by the Board Chair or Governance Committee Chair."

On July 19, 2021, President Currall announced his retirement from the University of South Florida effective August 1, 2021. On August 2, 2021, Rhea Law was appointed Interim President. Due to the abrupt and unexpected nature of this leadership change, a Presidential Evaluation was not conducted by the Board of Trustees in September 2021 for inclusion in this report.

There remain opportunities for improvement across the university. As it relates to diversity, equity, and inclusion, the Board positively evaluated student outcomes and success. Future attention to staff and faculty outcomes by the Board of Trustees would ensure that their evaluation includes the full scope of the areas of interest highlighted in this report. Headed by the Office of Diversity, Equity, and Inclusion, USF is collaborating on efforts that involve the Office of Supplier Diversity, Office of Human Resources, the Office of the Provost, and the Office of Admissions to address critical challenges related to the enrollment of racial and ethnic minorities at all levels, engagement with diverse suppliers, and recruitment, retention, and advancement of underrepresented faculty and staff. Additional attention has been given to the Office of Diversity, Equity, and Inclusion to help ensure that proactive measures are taken to support enrollment efforts and support an inclusive campus for protected classes and underrepresented groups. Moreover, the creation of a mechanism to clarify data-informed priorities and provide this information more regularly and transparently would ensure that equity, as represented in this report, is supported throughout the university.

C. Top Administrator's Evaluations

In prior administrations, the President's direct reports were evaluated with regards to diversity, equity, and inclusion. To support the consistent use of these assessments, the current administration is planning an updated evaluation tool to be completed by the president's direct reports (many of whom are Vice Presidents). These self-evaluations will be completed in

advance of the individual's scheduled annual review. Responses to these self-assessments should drive the performance appraisal process and clarify opportunities for improvement. The timeline for the implementation of an updated assessment tool for direct reports was fall of 2020, however, due to Dr. Currall's resignation as President of USF, no evaluation of senior leadership took place that year. Under President Law's tenure, a new Senior Leadership Performance Review was initiated beginning in fall of 2021, with Key Performance Indictors tied directly into USF's Strategic Plan, and include the following: How has each leader been successful? How have they contributed to USF's Strategic Plan? How have they embraced USF's core values of inquiry, innovation, integrity, and inclusion? How have they shown value-based leadership? What are the ways senior leaders have contributed to USF's core commitments related to diversity, equity, and inclusion?

Across the university, there are a variety of additional performance assessment tools that have been used to evaluate the performance of top administrators as it relates to diversity, equity, and inclusion. The Office of Provost consistently distributes a self-assessment to College Deans, Vice Provosts, and Vice Presidents wherein they are asked to report on their progress and areas of opportunities for growth in their respective departments. Administrative colleagues are also offered the opportunity to provide feedback to the provost about the leadership of their colleagues. These reports have been consistently included as part of the performance appraisal process. The Office of Diversity, Equity, and Inclusion continues to leverage these assessments to support the university's diversity, equity, and inclusion efforts that are a key part of our strategic plan. A primary goal is for the Office of the Provost to institutionalize a structured feedback program for Deans, Vice Provosts, and Vice Presidents to support goal setting and support for diversity, equity, and inclusion initiatives at USF. This process should be linked to decisions about budgetary allocation to ensure that established goals can be supported. We continue to advocate for designated funds to support the recruitment and retention of faculty hires, especially for those who identify as women and for underrepresented groups. The Office of the Provost should also consider creating an incentive structure for academic and institutional units that are able to articulate and implement DEI goals.

There are several top administrators who produce annual reports of their achievements and display them visibly online. We recommend that an area of opportunity is for all Deans to create an annual report that highlights agreed upon metrics connected to diversity, equity, and inclusion. Finally, each year, through the College Review process, facilitated by the Office of Decision Support and Office of the Provost, Deans are provided a wealth of data to assess important metrics over the past year and facilitate their planning. We recommend that the College Review process expand to include metrics that specifically highlight opportunities for growth connected to diversity, equity, and inclusion.

As a best practice, all future assessment tools and guidance for top administrators should be data-informed and include information about personnel hires/attrition/promotion, use of diverse suppliers, student enrollment, unit climate, salary equity, and composition of leadership team, among related metrics. We continue to advocate for the systematic evaluation of all top administrators to include evidence to the extent to which their efforts have contributed to USF's overall equity goals.

Appendices
A. 2022 Equity Report Contributors

The USF Equity Report has been compiled through a collaborative process involving numerous academic and institutional units including team leads across our three campuses of Tampa, St. Petersburg, and Sarasota-Manatee. Below, we outline the individuals and key units who coordinated the data required for this report:

USF Office of Diversity, Equity, and Inclusion: Elizabeth Hordge-Freeman, Kevin Jones, Michelle Madden, Clara Buie, and Lynnette Barrett
USF Office of Decision Support: Terri Chisolm, Valeria Garcia, Shruti Kumar, and Xiaoying Liu
USF Office of Student Success: Carmen Goldsmith, Patti Helton, Teeranai Ovathanasin
USF Office of Faculty Success: Dwayne Smith and Rosie Lopez
USF Athletics: Lee Butler
USF Office of the General Counsel: Gerard Solis and Joel Londrigan
USF Chief of Staff, Office of the President: Paige Beles Geers

B. Florida Equity Report Guidelines
Enrollment, Sex Equity in Athletics, and Employment

The annual Florida Equity Report from each state public university must include information as required by Regulation 2.003 Equity and Access on the institution's progress in implementing strategic initiatives and performance related to equity and access as they pertain to academic services, programs, and student enrollment; equity in athletics; and employment. The Enrollment and Employment reports focus on women and members of specified race/ethnic protected classes. Prior to Summer 2010, the race/ethnic classes were Black (B), non-Hispanic; Hispanic (H); Asian/Pacific Islander (A/PI); and American Indian/Alaska Native (AI/AN) and beginning Summer 2010, the classes were Black or African American (B); Hispanic (H); Asian (A); Native Hawaiian or Other Pacific Islander (NH/OPI); American Indian/Alaska Native (AI/AN); and Two or More Races (≥ Two). [1] These guidelines represent elements of the reports that must be completed, at a minimum. Each university is expected to utilize whatever additional measurements and goals needed to describe progress to achieve equity.

Cover

A. <u>Certification of Annual Approval Date by the University's Governing Board (or Designee).</u> Provide the date and format for the governing board (or designee) approval.[2] Date certification may be in the form of written confirmation from the equity officer following the governing board's approval vote or following written approval by the governing board's designee.[3] The signature of the university president is required, serving as approval of report results and plans.
B. Following the cover, a <u>Table of Contents</u> may be included.

Executive Summary and/or Description of Plan Development

The Executive Summary should be 3-5 pages in length and provide highlights of progress the institution is making on the equity plans designed for Academic Programs, Gender Equity in Athletics, Employment, Promotion & Tenure, and Other Requirements.

A. The Description of Plan Development describes the process used to prepare the reports. Included in this narrative are applicable discussions with responsible administrators, feedback from reviewing committees, sources utilized for data, or other appropriate components.
B. In the summary of institutional progress, include examples of goals met or unmet; initiatives and achievements; and best practices (successful/innovative programming) for

---

[1] IPEDS terminology for protected classes was utilized.
[2] Formats might include: regular meeting; scheduled conference-call meeting; delegated approval to a particular subcommittee or designee; or other processes acceptable to the Florida Board of Governors.
[3] If the institution's Board of Trustees (BOT) retains approval of the Florida Equity Report, it is understood that its approval may not have been made by the deadline for this report, in which case the signature of the university's equity officer on the cover page will be acceptable until such time as the Board of Governors is advised that appropriate approval has been secured. Such advisement shall include the date of BOT approval of the Florida Equity Reports for the subject year. Each university is responsible for retaining formal documentation of the approval when it becomes available.

the areas of Student Enrollment/Retention/Graduation, Faculty and Administrative employment, and Athletics.

C. Budget Plan:
   a. In a concise summary describe how the university deployed its resources to accomplish Employment Equity goals.

The Board office will use the information in each institution's executive summary and data tables, to compose a consolidated SUS system-wide equity report.

Review of Policies and Procedures

A. <u>Review of Policies and Procedures.</u> Identify updated/new policies and procedures that are specifically formulated to ensure equity. Annually update the webpage links or provide copies of policies that relate to equity.

B. Include <u>Documentation of Non-Discrimination Policy.</u> Reprint in each annual document a copy of the policy adopted by the institution's BOT. Note the date of original approval. Include in these narrative procedures to notify campus affiliates and non-affiliates about the policy and the procedures for accessing it.

Academic Program Reviews

A. In the Academic Program Reviews section, as many as eight (8) areas of review are required of each university with programs at the specified levels. These annual analyses display enrollment at these eight levels for the protected class students (female and the applicable protected class race/ethnic codes). In addition, they display the official total including white, non-resident alien, and not reported.[4] Universities not offering programs at one or more levels should key the charts with zeroes to present a complete report. Measures of equity are:

First Time in College Enrollment, Previous Academic Year (AY)
Florida State College System A.A. Transfers, Previous AY
Retention of Full-time FTICs Entering Previous AY, After One Year
Graduation Rate of Full-Time FTICs After Six Years
Bachelor's Degrees Awarded, Previous AY
Master's Degrees Awarded, Previous AY
Doctoral Degrees Awarded, Previous AY
First Professional Degrees Awarded, Previous AY

B. An analysis of the information shall be prepared annually by each university using the results of the above charts. Include in each narrative an identification of the standard for disproportionate enrollment or identification of an area for improvement. Each university

---

[4] This total will be supplied from the university's IPEDS report. Charts in TAB 3 will display the complete line from IPEDS including all reporting categories. Charts 1-8 will display percentage representation, calculated by formula on the table, for females and the four protected race/ethnic categories.

shall report its definition of "disproportionate" or "area for improvement" for each level offered at that institution.

Examples of definitions to identify disproportion include "the 80% rule," standard deviations, or other appropriate measures. A university might identify an "area for improvement" as "retention of [specific protected class] at a rate equal to at least 80% of the highest retention rate."

Another example of goals set for improvement might be "increase by 0.2% per year" or "admission of protected class students at a rate exceeding representation in the national pool of bachelor's degree recipients from doctoral-granting universities in the prior data year."

C. Using its own definition, each university shall identify areas for improvement in a period no longer than three years. This narrative section shall include goals established and the programs and timeline to achieve the goals.

D. Student Services require periodic review by the institution to determine compliance with equity laws and regulations. Non-discrimination on the basis of race, color, national origin, sex, religion, age, disability, marital status, veteran status or any other basis protected by law is required. Those services include:

1. Academic Advising
2. Admission to Academic Program[5]
3. Health Services
4. Club and Intramural Athletics (report on sex equity only)[6]
5. Student Financial Assistance
6. Housing
7. Student Employment
8. Educational and Work Environment
9. Personnel

Each university shall design and conduct a review of the Student Service areas listed in 1-9 above. The review shall take the form of a self-assessment and may follow models established under other laws, guidelines, or requirements. Such models may include appropriate reviews performed as part of a Title IX update, annual reporting process or institutional effectiveness assessment.

The report of this procedural review shall, at a minimum, include the website address(es) used, titles of documents used, and statement of results of the area reviews. Copies of documents are to be maintained by each university.

---

[5] The universities shall define the "Academic Program" as admission to undergraduate status and admission to graduate status.
[6] Each university is required to provide its detailed report on intercollegiate athletics pursuant to Regulation 2.003 in the following section.

79
UNIVERSITY OF SOUTH FLORIDA (USF) | Florida Equity Report | 2022

E. Each university shall evaluate the university's overall effectiveness in enrollment equity in the reporting year. Consider accolades, statistical achievement, climate surveys and other documentation to be added. Identify areas for improvement in the following year and the programs and timetable to achieve the improvement.

Gender Equity in Intercollegiate Athletics

This report responds to requirements of paragraph (4) of Regulation 2.003 dealing with equity in intercollegiate athletics. Each university is required to develop a plan for sex equity in athletics. The plan must include consideration of sex equity in the areas listed below.

A. Each university shall prepare an annual update to the Florida Equity Report related to sex equity in intercollegiate athletics. The university shall include a description of the findings followed by an assessment of equity. If areas for improvement are identified, the programs and timetable for achieving improvement shall be specified. The following areas are required in the assessment:
1. Sports offerings
2. Participation rates, by sex, compared with full-time undergraduate enrollment by sex. (Percentages of participation rates in athletics are to be broken out by sex, and their sum is to equal 100%. The percentage of total university undergraduate enrollment is to be broken out by sex, and the sum is to equal 100%.)
3. Availability of facilities, defined as locker room, practice and competitive facilities
4. Scholarship offerings for athletes
5. Funds allocated for:
    a) The Athletic Program as a Whole
    b) Administration
    c) Travel and Per Diem Allowances
    d) Recruitment
    e) Comparable Coaching
    f) Publicity and Promotion
    g) Other Support Costs
6. Provision of equipment and supplies
7. Scheduling of games and practice times
8. Opportunities to receive tutoring
9. Compensation of coaches and tutors
10. Medical and training services
11. Housing and dining facilities and services

B. Each university shall identify areas for improvement from the previous year's update which included a timetable for improvement in this data year. Each university shall specify the extent to which those sex equity goals have been accomplished.

Each university shall evaluate the effectiveness of the university's programs in sex equity in athletics in the reporting year. Consider accolades, statistical achievement, climate surveys, correction of areas for improvement for prior years, and other documentation to be added.

Identify areas for improvement in the following year and the programs and timetable to achieve the improvement.

C. Each university shall check one basis below for assuring that it is in compliance with the Florida Equity Report:

___ accommodation of interests and abilities
___ substantial proportionality
___ history and practice of expansion of sports

The annual review of compliance may be satisfied by processes implemented under other laws, guidelines, or requirements. Those might include campus Title IX reviews, the NCAA recertification process, analysis of the EADA, and other standard reports. The report of this procedural review shall include the website address(es) used and titles of documents used to assess compliance in each of the areas. Copies are to be maintained by each university.

Employment Representation

The guidelines for the employment section of the Florida Equity Report measure achievement of remedying underutilization of women and minorities, as applicable, in senior-level administrative positions and by faculty rank and/or tenure status. The guidelines for this section may be fulfilled by appropriate analyses completed for university Affirmative Action Plans or other required reports.

Each university shall report race and sex representation within:

1. Category Representation: Tenured instructional faculty
2. Category Representation: Tenure-track instructional faculty
3. Category Representation: Faculty not on tenure track instructional **or** faculty employed at a non-tenure-granting university
4. Category Representation: Management Occupations

(NOTE: IPEDS replaced the Executive/Administrative/Managerial grouping with Management Occupations in Fall 2012.)

Using all information, evaluate the effectiveness of the university's programs in employment equity this reporting year. Consider accolades, statistical achievement, climate surveys, and other documentation.

Areas of Improvement/Achievement

Each university shall establish areas of improvement, at a minimum, for the following components:

A. Each university shall describe strategies used to address areas for improvement that were identified using comparable national standards. These may include targeted application of funding outlined in the budget plan required by paragraph (7) of Regulation 2.003 or programs listed in such documents as the Affirmative Action Plan, Institutional Effectiveness Plan, or Strategic Plan.

B. Each university's report should identify programmatic descriptions and the designated measure of effectiveness describing annual improvements and achievements from the previous year. New areas for improvement for the current report should be included in the report, but achievements on current year areas of improvements will not be addressed until the next year's report.

Protected-class Representation in the Tenure Process

Representation of females and protected class minorities within the tenure process at each stage shall be documented. Each university is required to address: (1) disparities identified from comparing protected-class success rates to the success rates for the majority race, and (2) disparities identified from comparing the success rates of females to the success rate of males. Include in the narrative a description of the university's guidelines for equitable assignments for instructional faculty.

Promotion and Tenure Committee Composition

Each university is required to report the racial and sex composition of committees reviewing recommendations at each transaction level.

Other Requirements

A. The Budget Plan required by paragraph (7) of Regulation 2.003 is designed to accomplish Employment Equity goals. Describe how the university deployed its resources to do so. Link the results to a discussion of goals achieved and areas for improvement. Establish timetables for achieving selected goals the following year.

B. President's Evaluation. Each university President may be evaluated on the results of the Florida Equity Reports. Describe the process at the university for accomplishing this evaluation, if required, as well as this year's results.

C. Top Administrators' Evaluations. Top administrators may have equity accomplishments evaluated in their annual performance appraisals. Describe the process at the university for accomplishing these evaluations, if required, as well as this year's results.

Agenda Item: iii.e

USF Board of Trustees
September 6, 2022

Issue: BOT for BOG submission of Civil Discourse actions

_____

Proposed action: BOT approval of implementation report

_____

Executive Summary:

At the January 2022 Board of Governors meeting, the Board approved recommendations from the Strategic Planning Committee relative to civil discourse. The Board's recommendations are designed to ensure a climate of free expression and civil discourse on each university campus according to the principles outlined in the State University System Free Expression Statement and the Board of Governors' Civil Discourse Final Report. The following report includes how the University of South Florida (USF) has implemented the Board's recommendations and identifies the key groups/individuals involved, critical milestones, and expected timelines for future actions as we continue to advance our commitment to free expression and civil discourse.

Financial Impact:

_____

Strategic Goal(s) Item Supports: 1,2, & 4
BOT Committee Review Date: August 23, 2022
Supporting Documentation Online (*please circle*):   Yes   No
Prepared by: Tanya Vomacka, Assistant Vice President, Strategic Initiatives
                        & Communications

USF IMPLEMENTATION:
Florida Board of Governors
Civil Discourse Recommendations
October 3, 2022

UNIVERSITY of
SOUTH FLORIDA

EXECUTIVE SUMMARY

At the January 2022 Board of Governors meeting, the Board approved recommendations from the Strategic Planning Committee relative to civil discourse. The Board's recommendations are designed to ensure a climate of free expression and civil discourse on each university campus according to the principles outlined in the State University System Free Expression Statement and the Board of Governors' Civil Discourse Final Report. The following report includes how the University of South Florida (USF) has implemented the Board's recommendations and identifies the key groups/individuals involved, critical milestones, and expected timelines for future actions as we continue to advance our commitment to free expression and civil discourse.

The University of South Florida affirms our commitment to free expression and civil discourse. This commitment aligns with our purpose, to be a community of scholars united in the pursuit of knowledge in an atmosphere of tolerance and freedom. As we continue to strengthen our commitment to foster a climate of free expression, our university actions will focus on the following core principles as indicated in our approved strategic plan:

- Commitment to our core values of inquiry, innovation, integrity, and inclusion through collegiately, collaboration, academic freedom, and viewpoint diversity;

- Institutional commitment to rigorous debate and open exchange of ideas, diligent opinions, and philosophies, grounded in the principles of civil discourse and professional responsibility;

- Reinforce the academic environment as a 'marketplace of ideas';

- Provide objective evidence grounded in research, scholarship, and inquiry;

- Clearly articulate expectations of a college learning environment through orientation, onboarding, syllabi, and university activities; and

- Continue to promote a culture of civil discourse through the actions of university leadership, faculty, staff, and students.

Recommendations outlined in this report represent actions taken up to this point and those slated to be implemented in the coming academic year. As an institution of higher education, we recognize that a culture of civil discourse is an ongoing iterative process and will continue to explore best practices and innovative ideas for the years to come.

RECOMMENDATION 1:

Leadership at each university will operationalize the Board's commitment to open-minded and tolerant civil discourse by promoting, supporting, and regularly evaluating adherence to the principles set forth in the Board's Statement of Free Expression and cultivating a culture of civil discourse in all campus interactions, including academic, administrative, extracurricular, and social dealings.

The following recommendations are actions the university will take to affirm the Board of Governors' commitment to open-minded and tolerant civil discourse and the principles outlined in the State University System Free Expression Statement.

Key groups/Individuals Involved	Strategies	Timelines
Rhea Law, President and CEO	Formed a university-wide workgroup to implement the Board of Governors' civil discourse recommendations.	Charged 5/18/22.
A workgroup comprised of Faculty, Staff, Students, and University Leadership	Reviewed Board of Governors' recommendations and best practices to provide President and University Leadership with guidance and strategies to operationalize and further promote civil discourse at USF.	Submit a full status report to President Law on 8/5/22.
Eric Eisenberg, Interim Provost & Executive Vice President	Provided an update to the USF Board of Trustees to review and approve university recommendations.	Academics and Campus Environment Committee will meet and review recommendations on 8/23/22.
Rhea Law, President and CEO	Present full report and recommendations for approval by the USF Board of Trustees.	USF Board of Trustees will meet and review recommendations on 9/6/22.

UNIVERSITY of SOUTH FLORIDA

RECOMMENDATION 2:

The Board of Governors recommends that each university's Accountability Plan and Strategic Plan include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community. The Board of Governors will include similar statements and principles in its Strategic Plan for the State University System.

Action completed.

RECOMMENDATION 3:

Leadership of each university board of trustees, faculty senate, and student government annually review and endorse the Board's Statement of Free Expression and commit to the principles of civil discourse." NOTE: The first review should be completed during the 2022-2023 academic year.

Key groups/Individuals Involved	Strategies	Timelines
USF Board of Trustees	Statement Endorsed	The USF Board of Trustees met and endorsed the statement at the meeting on 3/8/22.
USF Student Government	USF Student Government will review a resolution to endorse the Board's Statement of Free Expression.	The USF Student Government meets on 9/9/22 and will consider a resolution to endorse the Board's Statement of Free Expression.
USF Faculty Senate	A faculty senate-designated workgroup is currently reviewing the statement and will make a recommendation to the Faculty Senate Executive Committee and Faculty Senate for action.	The faculty senate workgroup will bring forward a recommendation in September 2022.

UNIVERSITY of **SOUTH FLORIDA**

RECOMMENDATION 4:

Each board of trustees conducts a thorough review of current student orientation programs, student codes of conduct, and employee policies and procedures to ensure consistency with the Board of Governors Statement of Free Expression, the principles of free speech and civil discourse, and compliance with section 1004.097, Florida Statutes.

The Board of Trustees Academics and Campus Environment Committee met on May 31, 2022, and reviewed current student orientation programs, student codes of conduct, and employee policies and procedures to ensure consistency with the Board of Governors Statement of Free Expression, the principles of free speech and civil discourse, and compliance with section 1004.097, Florida Statutes.

Key groups/Individuals Involved	Strategies	Timelines
New Student Orientation Dean of Students Dean of Graduate Studies	Student Orientation Program Review: • Implemented a new civil discourse orientation module for all new students. • Expanded audience to include graduate student orientation. • Incorporated the Board's Statement of Free Expression into parent orientation.	Completed May 2022 and implemented in summer 2022. We will continue to revise and refine orientation programs as needed based on feedback and assessment.
Dean of Students General Counsel Student Conduct office Students Housing Staff Facilities Staff Board of Trustees	Reviewed relevant policies and regulations related to students and events: • Reviewed all relevant policies across the university (i.e., USF Policy 6-028, USF Regulation 3.025, Student Code of Conduct, Housing policy). • Reviewed Foundation for Individual Rights and Expression (FIRE) ratings for the university as recommended by the Board of Governors.	Review completed May 2022. Additional changes and edits will be submitted to the USF Board of Trustees for approval as needed to be implemented during the coming year.
Human Resources	Employee Policies and Procedures Review: • Added a link to the Board's Statement of Free Expression as an important employee resource. Employee Orientation Revisions: • Includes a module on "USF Culture" with the Board's Statement of Free Expression.	Completed and implemented May 2022.

UNIVERSITY of SOUTH FLORIDA

RECOMMENDATION 5:

Beginning in the 2022 presidential evaluation and contract renewal cycle, as a part of a president's evaluation, the Chair of the Board of Governors will consult with the board of trustees chair to review the university's campus free speech climate, including adherence to the principles outlined in the Board's Statement of Free Expression, the occurrence and the resolution of any issues related to the university's compliance with substantiated violations of section 1004.097, Florida Statutes, and the implementation of best practices promoting civil discourse.

Action completed.

RECOMMENDATION 6:

University academic, student affairs, and administrative leaders review student orientation programming, student codes of conduct, and employee personnel policies and procedures to ensure that they contain clear and unambiguous support for the Board's Statement of Free Expression, and the principles of free speech and civil discourse and that they comply with section 1004.097, Florida Statutes. NOTE: This recommendation may be included in the plans to implement Recommendation 4 above.

An internal review of the items mentioned in this recommendation has been conducted and is included under 'Recommendation 4'. This progress has been communicated to the Board of Trustees Academics and Campus Environment Committee and will be included in the presentation to the USF Board of Trustees for approval.

Program reviews referenced in Recommendation 4 were initial milestones, a commitment to freedom of expression and civil discourse is central to higher education and additional reviews will be conducted annually to meet the needs of the campus community and to ensure compliance with Section 1004.097, Florida Statutes.

RECOMMENDATION 7:

Implementing the best practices outlined on pages 6 and 7 of the attached report based on the Board's review of university programs and initiatives that effectively promote and support civil discourse. For each best practice implemented, or to be implemented, include a timeline.

Key groups/ Individuals Involved	Best Practices	Strategies	Timelines
Orientation Dean of Graduate Studies Dean of Students Human Resources	Instill the importance of civil discourse, academic freedom, and free speech from day one, utilizing student and employee orientation sessions, public assemblies, and official university documents and communications.	Implemented a civil discourse orientation module for students, graduate students, and parents and families.	The module was completed in May 2022 and implemented in summer 2022. We will continue to revise and refine orientation programs as needed based on feedback and assessment.
Students Faculty First Amendment Forum (student organization)	Schedule and host ongoing, campus-wide forums, dialogues, and debates on various issues and perspectives to promote open discussion, understanding, and learning opportunities	First Amendment Forum (student organization) holds civil discussions, events, and workshops. The Event Support Team supports the success of events and free expression on all USF campuses. Members of the team are often seen at on-campus protests, vigils, demonstrations, and programs with speakers with controversial material or other risk factors. Constitution Day is an annual on-campus event, themes for fall 2022 are still being discussed, and past events have emphasized principles of the U.S. Constitution, values-based civic leadership, common purpose, and action as conscientious and engaged citizens.	Initial launch in August 2022 and will continue in alignment with fall and spring semester activities.
University Leadership Students USF Event Support Team Dean of Students	Foster intellectual diversity by encouraging university leadership to: (1) promote viewpoint diversity and open-minded discussion and debate, and (2) highlight and enforce policies that prohibit programming that excludes participation based on race or ethnicity.	University Leadership members are available to present at faculty, staff, and student meetings to strengthen academic commitment and practices related to civil discourse and dialogue facilitation.	Initial launch in August 2022 and will continue in alignment with fall and spring semester activities.

UNIVERSITY of SOUTH FLORIDA

University Leadership Dean of Students General Counsel	Avoid disinvitations by developing clear, viewpoint-neutral policies and procedures governing the invitation and accommodation of campus speakers.	Human Resources materials, USF policies, and USF regulations have been reviewed and revised to articulate the university's commitment to free speech and academic freedom.	The initial procedure review was completed in May 2022, and we anticipate an annual review to gather feedback and incorporate additional revisions.
University Leadership Human Resources	Provide targeted educational and professional development opportunities for university administrative employees to reinforce free expression and open-minded debate norms.	Preliminary changes supporting free expression have been made and Human Resources will continue to explore enhancements to employee orientation and further address civil discourse consistent with the Board's statement.	Initial launch in May 2022 and will continue in alignment with fall and spring semester professional development activities.
Faculty Faculty Senate University Leadership	Encourage faculty to establish and maintain a learning environment in their classrooms and offices that supports open dialogue and the free expression of all viewpoints and create processes to evaluate the strength of such environments.	Faculty resources for these topics are also available through the Faculty Success website and Faculty Focus Newsletter. New Faculty Orientation will include resources and discussion around facilitating open discussion and free expression in their courses and learning experiences with students. These strategies are also part of ongoing faculty development programs that include workshops and learning resources centered on inclusive teaching practices. The university developed guidance to summarize key points of Florida House Bill 7 (the "Individual Freedom Act") to strengthen best practices related to open dialogue and free expression.	Initial launch in August 2022 and will continue in alignment with fall and spring semester faculty activities.

UNIVERSITY of SOUTH FLORIDA

USF IMPLEMENTATION:

Florida Board of Governors Civil Discourse Recommendations

October 3, 2022

UNIVERSITY of **SOUTH FLORIDA**

Agenda Item: iii.f

USF Board of Trustees
September 6, 2022

Issue: Specialized Admissions

Proposed action: Approval
_____

Executive Summary:

Specialized Admissions status allows the University to establish additional criteria for admission to undergraduate programs. An institution may seek specialized admissions status for an undergraduate program if the program meets one of the below criteria, as outlined in BOG Regulation 8.013.

- Limited Resources
- Minimal Skills
- Accreditation Requirements

The Florida SUS Board of Governors may approve specialized admissions status, upon request by the University's Board of Trustees.

Approval by USF's Board of Trustees is requested for specialized admissions status for the following four undergraduate degree programs:

1. 14.0501 Bioengineering and Biomedical Engineering
2. 50.0301 Dance, General
3. 50.0409 Graphic Design
4. 51.3801 Registered Nursing/Registered Nurse

Financial Impact: None

_____

Strategic Goal(s) Item Supports: Goal One - Student Success at USF and Beyond
BOT Committee Review Date: August 23, 2022
Supporting Documentation Online (*please circle*): (Yes)   No
Prepared by: Theresa Chisolm, Ph.D., Vice-Provost Strategic Planning, Performance & Accountability

STATE UNIVERSITY SYSTEM OF FLORIDA

Board of Governors, State University System of Florida
Specialized Admissions Status
Initial Approval Request Form
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of South Florida

DEGREE PROGRAM: Dance, General

CIP CODE: 50.0301   **Effective Academic Year:** AY 2023/2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

    Yes, the request is for the entire degree program.

2. Which criteria for specialized admissions status does the program meet?

    ☐ Limited Resources (if approved, the status will last a maximum of four years)

    ☒ Minimal Skills (if approved, the status will last a maximum of five years)

    ☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide the rationale for why the program meets the criteria selected above.
    - If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
    - If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

    The undergraduate program in Dance requires that students demonstrate, through an audition, that they possess the minimum skills or talents to benefit from instruction in the program. Students audition for entrance into the Dance program and are assessed for foundational movement skills in Ballet and Modern Dance that will set them up for success in advancing through the program and graduating in a timely manner.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☒ Not applicable.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

Placement at the intermediate level (Level 1) in both Ballet and Modern techniques is through audition. Auditions are open to prospective freshmen and transfer students. Faculty and advisors discuss the various transfer pathways with FCS transfer AA students who audition for the program and place into the program with adequate movement skills in Ballet and Modern Dance to enable timely graduation.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The Dance program has a high percentage of white, female students. In 2021, the percentage of females was 88% and the percentage of males was 12%. Racial breakdown in 2021 was 66% White, 10% Black, 11% Hispanic, 2% Asian, 3% Two or More Races, and 5% not reported. These demographics are likely impacted by both the high academic admissions standards of USF and the audition requirement, which assesses minimal skills in specific dance forms for entry.

In 2020, approximately 50 percent of the students who were admitted into USF, but who were not accepted into the Dance program, identified as non-white. In 2022, 28 percent of the students who were admitted into USF, but who were not accepted into the Dance program, identified as non-white.

A goal of the program is to broaden the racial demographic by more targeted recruitment within high schools with BIPOC dance students who would be likely to succeed in the program and possess the minimal skills requirement.

Another goal is to more strategically recruit talented male dancers through offering scholarship support.

Diverse representation in the form of faculty and guest artists is also important in order to attract a diverse body of students. Within the program, efforts have already been implemented to address the diversity characteristics of our guest artists/guest choreographers to further create more diverse representation with respect to gender, race, ability, sexual orientation and other aspects of diversity within yearly departmental programming.

Finally, curricular efforts are underway to re-examine the ways in which diversity and inclusion is promoted within course content, materials, structure, and activities.

Required Signatures

Merry Lynn Morris

DocuSigned by:

Merry Lynn Morris

B1D90625150C4E0...

8/2/2022

Requestor/Initiator   Date

DocuSigned by:

christopher garvin

81369DE47F8F470...

8/5/2022

Signature of College Dean   Date

DocuSigned by:

Tricia Penniecook

9CB1FDD97F9947D...

8/9/2022

Signature of Campus EO Officer   Date

DocuSigned by:

[signature]

152440B4FFD040D...

8/9/2022

Signature of Provost   Date

Signature of Chair of the   Date
Board of Trustees

Date Approved by the Board of Trustees

STATE UNIVERSITY
SYSTEM OF FLORIDA

Board of Governors, State University System of Florida
Specialized Admissions Status
Initial Approval Request Form
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of South Florida

DEGREE PROGRAM: Graphic Design

CIP CODE: 50.0409   **Effective Academic Year:** AY 2023/2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

    Yes, the request is for the entire degree program.

2. Which criteria for specialized admissions status does the program meet?

    ☐ Limited Resources (if approved, the status will last a maximum of four years)

    ☒ Minimal Skills (if approved, the status will last a maximum of five years)

    ☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide the rationale for why the program meets the criteria selected above.
    *   If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
    *   If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

    The undergraduate program in Graphic Design requires students to demonstrate that they possess the minimal skills in visual design in order for them to benefit from instruction in the program. Students submit a portfolio of art and design works for consideration of admission to the program. Students should demonstrate they can perform at a successful level after admission. They are assessed for foundational skills in design, composition, color, typography, contrast, balance, proportion, rhythm, pattern, space, movement, variety, and unity that will set them up for success in advancing through the program and graduating in a timely manner.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

    The Graphic Design degree program is recognized by the Board of Governors as a Program of Strategic Emphasis (PSE) in the GAP Analysis category. As a PSE, increasing

program resources will not impact the minimal skills needed for admission into the program enabling students to be successful. This is a talent and technology-based professional field in which its students must possess minimum skills both professionally and academically to be successful. The resources in place offer the skills for those who meet the portfolio requirement.

5.   If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

Admission to the B.F.A. in Graphic Design is by program faculty approval of students' submitted portfolios. In addition, a 3.25 GPA on all common course prerequisite; minimum grade of C- in each common course prerequisite; 2.5 overall GPA; portfolio review

Applications for USF admission and faculty review of the portfolio are open to all, including from any Florida university, state college, and/or community college. For students transferring to USF with a FCS AA, the program's undergraduate advisor and at least one faculty member discuss the various transfer pathways with those students to enable a timely graduation.

6.   What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The Graphic Design program has a high percentage of female students. In Spring 2022, forty-two students were enrolled in the "post-portfolio program": 36 females and 6 males.

Fifty percent of the students are White; approximately 25% Hispanic; approximately 7% Asian and "two or more races", each; and nearly 5% Black.

Through faculty hiring, visiting designers, exhibitions, professional mentors, and staff/advisors, the program will work to enhance its commitment to gender diversity through visits to local and regional high schools that can broaden the visibility of diverse males in the field.

Required Signatures

Wallace Wilson

DocuSigned by:

Wallace Wilson

75613E4537C14C9...

Requestor/Initiator

8/2/2022

Date

DocuSigned by:

christopher garvin

81369DE47E0E470...

Signature of College Dean

8/5/2022

Date

DocuSigned by:

Tricia Penniecook

9CB1FDD97F9947D...

Signature of Campus EO Officer

8/9/2022

Date

DocuSigned by:
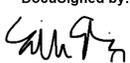
152446B4FFD646D...

Signature of Provost

8/9/2022

Date

Signature of Chair of the
Board of Trustees

Date

Date Approved by the Board of Trustees

STATE UNIVERSITY SYSTEM OF FLORIDA

Board of Governors, State University System of Florida
Specialized Admissions Status
Initial Approval Request Form
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of South Florida

DEGREE PROGRAM: Biomedical/Medical Engineering

CIP CODE: 14.0501   **Effective Academic Year:** AY 2023/2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

   Yes, the request is for the entire degree program.

2. Which criteria for specialized admissions status does the program meet?

   ☒ Limited Resources (if approved, the status will last a maximum of four years)

   ☐ Minimal Skills (if approved, the status will last a maximum of five years)

   ☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide the rationale for why the program meets the criteria selected above.
   - If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
   - If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

   The University of South Florida's (USF) undergraduate Biomedical Engineering (BME) program has higher student demand than available resources. Highly specialized labs are required to deliver the critical BME courses and research opportunities but current lab facilities are limited.

   Since BME is one of the fastest growing areas within Engineering, we expect the number of BME applicants to continue to grow at USF.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

   The University is starting the fourth year of a seven-year plan to increase the number of tenure-track BME faculty by two additional faculty each year. This expansion will provide additional faculty to teach courses and provide research opportunities.

     Form Updated May 2022

USF is in the process of planning expansion of its existing Medical Engineering/BME space in the Interdisciplinary Sciences Building (STEM) Building. This planned expansion includes enlargement of the highly specialized BME student labs used for critical lab and senior capstone courses.

Additional BME lab areas and increased numbers of tenure-track faculty will provide more opportunities for expansion of the undergraduate BME program.

5.   If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

For students to be successful in this highly technical program, USF will implement the following program admission requirements:

- 3.5 GPA for all common course prerequisites:
    - Calculus I
    - Calculus II
    - Calculus III
    - Differential Equations
    - Calculus-based Physics I with Lab
    - Calculus-based Physics II with Lab
    - General Chemistry I with Lab
    - General Chemistry II with Lab
    - Biology I with Lab
- Minimum grade of C in each common prerequisite;
- No more than two attempts on each of the common prerequisites;
- Minimum 2.0 overall GPA; completion of departmental application.

6.   What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

Race/Ethnicity	Enrolled	Percentage
Asian	32	13%
Black	17	7%
Hispanic	46	19%
Native Hawaiian or Other Pacific Islander	1	1%
Non-Resident Alien	48	20%
Not-Reported	8	3%
Two or More Race	8	3%
White	83	34%
Total	243	

Gender	Enrolled	Percentage
Female	124	51%
Male	119	49%
Total	243	

Source: USF EIS Cubes Enrollment Data AY 21/22

The College of Engineering continues to be committed to engaging underrepresented and minority high school students into Engineering programs. The College engages routinely with teachers, students and parents in Title I schools to attract students from diverse racial, ethic and socio-economic backgrounds. BME faculty work closely with the College's coordinator of minority student recruitment to actively recruit underrepresented minority students

Required Signatures

DocuSigned by:

Robert Frisina

E474B3E3C3D34B3...

Requestor/Initiator

8/10/2022

Date

DocuSigned by:

Robert Bishop

A85534E3E037430...

Signature of College Dean

8/11/2022

Date

DocuSigned by:

Tricia Penniecook

9CB1FDD97F9947D...

Signature of Campus EO Officer

8/11/2022

Date

DocuSigned by:

152440B4FFD040D...

Signature of Provost

8/11/2022

Date

Signature of Chair of the
Board of Trustees

Date

Date Approved by the Board of Trustees

STATE UNIVERSITY SYSTEM OF FLORIDA

Board of Governors, State University System of Florida
Specialized Admissions Status
Initial Approval Request Form
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of South Florida

DEGREE PROGRAM: Nursing/Registered Nurse

CIP CODE: 51.3801   **Effective Academic Year:** AY 2023/2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

    Yes, the request is for the entire degree program.

2. Which criteria for specialized admissions status does the program meet?

    ☒ Limited Resources (if approved, the status will last a maximum of four years)

    ☐ Minimal Skills ((if approved, status will last a maximum of five years)

    ☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide the rationale for why the program meets the criteria selected above.
    *   If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
    *   If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

    The USF College of Nursing is requesting specialized admissions status due the limited number of available clinical training sites, limited number of faculty, and limited access and availability of simulation space and equipment to support the current demand for admission to our baccalaureate degree program. The market demand and interest for applications to our baccalaureate nursing degree program is expected to remain very high over the next three to five years. While we are continuing to expand opportunities for clinical training sites, procurement of clinical sites with master's prepared clinical faculty continues to be a challenge. We will continue to increase the number of faculty and expand our simulation space over the next five years. However, we do not expect the resources will be adequate to meet the demand for unrestricted admissions into our baccalaureate nursing degree program.

The Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency responsible for the accreditation of USF's College of Nursing. CCNE accredits both baccalaureate and graduate nursing programs. CCNE Standard III, key element III-H. (Page 16) requires the college to provide clinical practice experiences that enable student to integrate new knowledge and demonstrate attainment of program outcomes, foster interprofessional collaborative practice. The CCNE Standard II, key element II-E. (Page 11) requires the University to provide faculty-to-student ratios adequate for supervision and evaluation and to meet or exceed the requirements of regulatory agencies and professional nursing standards and guidelines. (https://www.aacnnursing.org/CCNE-Accreditation/Accreditation-Resources/Standards-Procedures-Guidelines)

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

   The USF College of Nursing is continuing to expand the baccalaureate nursing program to meet the workforce demands for nurses in Florida. We expect to offer additional admissions into to our baccalaureate program over the next five years through the investment of additional resources provided by State.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program

   • Completed program application;
   • Minimum 3.20 cumulative GPA on all undergraduate work;
   • Completion of common prerequisites courses with a minimum grade of C in each course;
   • Completion of General Education requirements;
   • Participation in a formal interview with the College of Nursing faculty;
   • Completion of the University's foreign language entrance requirement (FLENT).

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

Race/Ethnicity	Enrolled	Percentage
Asian	38	7%
Black	45	9%
Hispanic	111	21%
Non-Resident Alien	9	2%
Not-Reported	13	3%
Two or More Race	29	6%
White	273	53%
Total	518	

Gender	Enrolled	Percentage
Female	454	88%
Male	64	12%
Total	518	

*Source: USF EIS Cubes Enrollment Data CY2022

We are currently using a holistic admissions process and will continue to enhance this process to recruit a diverse student population.

Required Signatures

DocuSigned by:

Alan Todd

—04E58971B7C44C0...

Requestor/Initiator

8/10/2022

Date

DocuSigned by:

Usha Menon

—548818A82BDD41B...

Signature of College Dean

8/10/2022

Date

DocuSigned by:

Tricia Penniecook

—9CB1FDD97F9947D...

Signature of Campus EO Officer

8/10/2022

Date

DocuSigned by:

[signature]

—152446B4FFD646D...

Signature of Provost

8/10/2022

Date

Signature of Chair of the
Board of Trustees

Date

Date Approved by the Board of Trustees

Form Updated May 2022

Agenda Item: iii.g

USF Board of Trustees
September 6, 2022

Issue: Linking Industry to Nursing Education

_____

Proposed action: Approve LINE proposals to be submitted to the Board of Governors

_____

Executive Summary: The Linking Industry to Nursing Education (LINE) fund provides an opportunity for each state university to receive dollar-for-dollar matching funds to match contributions from a healthcare partner. Gift funds and matching funds may be used for any of the following priorities: student scholarships, recruitment of additional faculty, purchasing or repairing equipment to support the delivery of nursing education, and/or updating nursing simulation centers. The two LINE proposals from USF are described below:

1. Johns Hopkins All Children's Hospital will partner with USF College of Nursing to provide access to its simulation laboratory center to support the needs of our Accelerated Second-Degree students on the St. Petersburg campus. Additional simulation equipment will need to be purchased to support adult high-fidelity simulation activities within their simulation center. Johns Hopkins All Children's Hospital funds will be used to purchase additional simulation equipment, provide space and time for USF St. Petersburg nursing students to use the simulation center, and contribute to staff support to manage simulation operations and expand teaching hours. The matching LINE funds will allow the College of Nursing to expand access to clinical learning and simulation-based educational activities for St. Pete students and decrease the reliance on high-fidelity activities on the Tampa campus.

2. The Moffitt Cancer Center will partner with USF College of Nursing to provide funds to purchase simulation equipment to support high-fidelity adult simulation activities at our simulation laboratory on the Tampa Campus. Reciprocally, these funds will also be used to allow nurses in the Moffitt residency program to train using the same simulation equipment in space at the USF College of Nursing. The latter helps meet additional intent of the LINE funding to assist with recr4eueitment and retention of nurses at the healthcare partner organization. The matching LINE funds will allow the College of Nursing to expand access to oncology-based and adult simulation training.

Financial Impact:
LINE Proposal: *Johns Hopkins All Children's Hospital & USF College of Nursing*

Program Cost:
Total cost for simulation equipment, staff support, and laboratory space = $751,911
LINE contribution (dollar for dollar match) = $391,856
Healthcare partner contribution = $391,856 ($31,800 in kind support)

LINE Proposal: **Moffitt Cancer Center & USF College of Nursing**

Program Cost:
Total cost for the simulation equipment and space = $164,000
LINE contribution (dollar for dollar match) = $82,000
Healthcare partner contribution = $82,000

_____

Strategic Goal(s) Item Supports:
Goal 1: Student success at USF and beyond
Goal 3: Partnerships and engagement with local, national, and global impact
Goal 5: A strong, sustainable, and adaptable financial base

BOT Committee Review Date: August 23, 2022

Supporting Documentation Online (*please circle*):   Yes   No
Prepared by: Usha Menon, Dean, College of Nursing

Agenda Item: FL 113

USF Board of Trustees
September 6, 2022

Issue: Required submission of the Institute and Centers (I&C) Annual Report of 2022 to the Board of Governors

_____

Proposed action: Approval of Delegation of Authority

_____

Executive Summary:

As part of Board of Governors Regulation 10.015, for state of Florida Institutes and Centers (I&C), universities must provide annual reports to the Board of Governors. In accordance with the updated regulation, these reports must now be approved by each University's board of trustees prior to submission.

As the report must be submitted to the BOG for all I&Cs for Fiscal Year 2021-2022 by close of business December 1, 2022, approval of this one-time delegation of authority to the November 15th Finance Committee meeting will enable the University to meet the BOG deadline.

This request is for a one-time delegation with the intent to bring all future submissions to the full board during a regularly scheduled Board of Trustees meeting beginning in 2023.

Financial Impact: none

_____

BOT Committee Review Date: n/a
Supporting Documentation Online (*please circle*):   <mark>Yes</mark>   No

DELEGATION OF AUTHORITY

Delegator: Board of Trustees

Delegatee: Board of Trustees Finance Committee

Delegated Authority:

This one-time delegation of authority is to authorize the Finance Committee to review for final action the annual Institutes and Centers (I&C) Report at its November 15, 2022, Finance Committee meeting. This will enable submission to the BOG on or before December 1, 2022, as required by BOG Regulation 10.015.

Name of Delegator: Will Weatherford, Chair, USF Board of Trustees

Effective Date: June 6, 2022

Signature of Delegator: _____

Agenda Item: FL 114

USF Board of Trustees
September 6, 2022

Issue: 2022-23 University E&G Carryforward Spending Plan

_____

Proposed action:
1. Approve the 2022-23 University E&G Carryforward Spending Plan;
2. Board Chair approves (along with the USF President and the USF CFO) the FY 2023 Budget Certification Form
3. Authorize the President, in consultation with the Board of Trustees Chairman, to make necessary non-material adjustments to the above, with the requirement that material changes be approved by the University Board of Trustees. This authorization does not modify the Board's expenditure policies.

_____

Executive Summary: University boards of trustees shall adopt an E&G Carryforward Spending Plan as prescribed by the BOG regulations. The ratified plan for fiscal year 2022-23 must be presented to the BOG for approval. Each university president shall implement the E&G Carryforward Spending Plan of the university as prescribed by Florida Statutes, regulations of the BOG, policies of the university board of trustees, provisions of the General Appropriations Act, and data reflected within the State University System Allocation Summary and Work papers publication

Once approved by the USF Board of Trustees, the plan will be presented to the BOG for approval at their October board meetings.

Financial Impact:

The thoughtful use of carryforward funds will contribute towards the University's strategic initiatives as well as provision funds for appropriate campus and programmatic maintenance.

_____

Strategic Goal(s) Item Supports: Strategic goal 4
Committee Review Date: N/A
Supporting Documentation Online (*please circle*):   Yes   No
Prepared by: Resource Management & Analysis

Carryforward Spending Plan
Fiscal Year 2022-2023

USF Board of Trustees
September 6, 2022

UNIVERSITY of **SOUTH FLORIDA**

Objectives

- Revisit: Definition and components of Carryforward

- Review: 2022-23 Carryforward Spending Plan

- Action Item: Approval of the 2022-23 Carryforward Spending Plan

2

General Restrictions on Use of Carryforward

E&G funds that may only be used for nonrecurring expenditures. <u>Non-recurring</u> is defined by BOG as an expenditure that is not expected to be needed or available after a point in time. Non-recurring expenditures have distinct elements:

- *Time limited in nature where an end-date is known,*

- *No promise or guarantee of future funding,*

- *May cross multiple years, but the above two provisions apply*

<u>The USF Carryforward spending plan is consistent with those restrictions</u>

3

UNIVERSITY of SOUTH FLORIDA

Guidelines and Reporting Standards for Carryforward Enacted

- *Each university shall prepare…… an E&G Carryforward Spending Plan, <u>for approval by the university board of trustees</u> in accordance with instructions, guidelines and formats provided by the BOG.*

- *Annually, the President and Chief Financial Officer of each university <u>shall certify</u> the unexpended amount of funds.*

4

UNIVERSITY of
SOUTH FLORIDA

Overall Cash & Investments Balance - $881.89M

Auxiliary Funds
$240.71
27%

Contracts & Grants
$89.88
10%

Self Insurance
$74.62
9%

E&G Carryforward
$341.48
39%

Payroll Holding
$46.83
5%

Local Funds
$38.12
4%

Other Funds
$22.98
3%

Construction Funds
$15.63
2%

Financial Aid
$11.64
1%
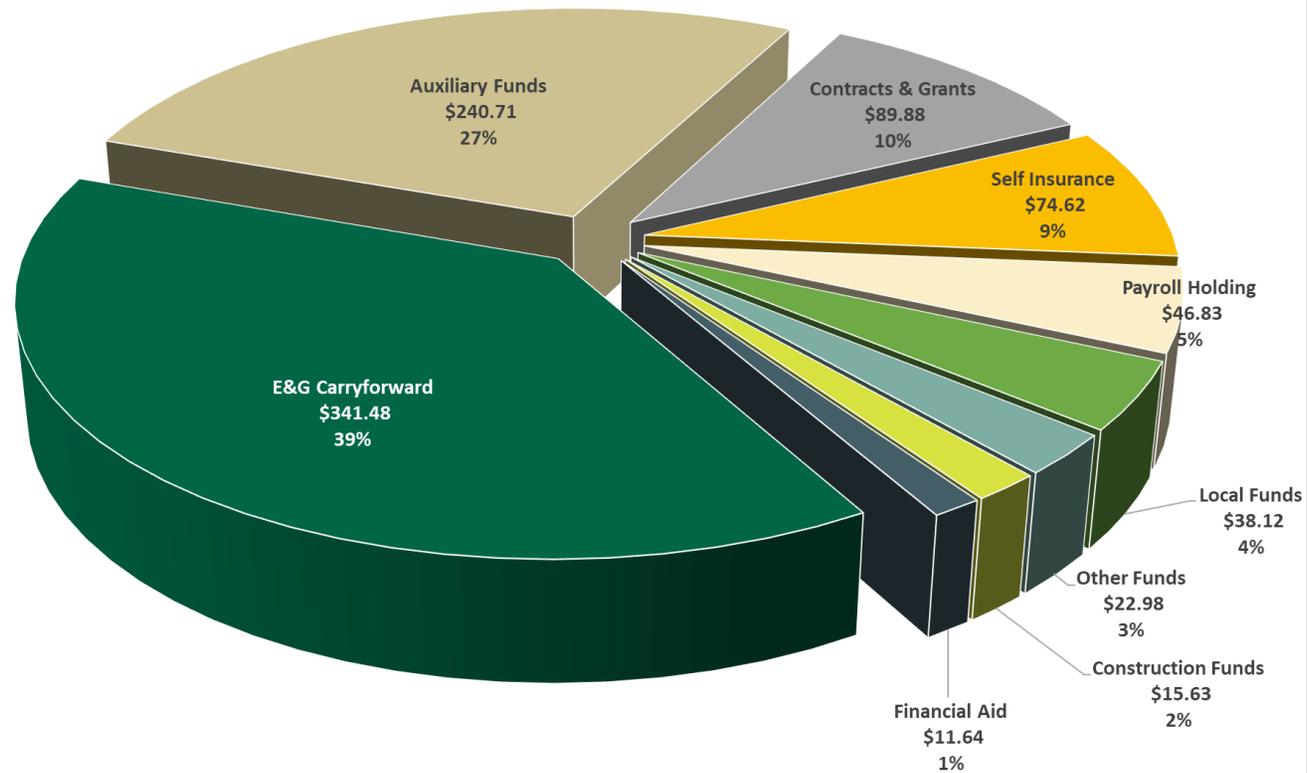
As of 6/30/2022
All amounts are in millions

5

Summary of Carryforward Reporting Categories
By Campus and Total

Carryforward Balance & Spend Plan Categories (All amounts in $ millions)	Tampa campus	St. Petersburg campus	Sarasota-Manatee campus	USF Health	ONE USF	*Compared to Prior Year*
July 1, 2022 E&G Carryforward components:						
Cash & Investments	203.26	29.06	27.78	81.39	**341.48**	*28.61*
Accounts Receivable	4.56	1.02	0.79	1.70	**8.06**	*(1.38)*
Less: Accounts Payable	1.02	0.09	0.02	0.83	**1.96**	*(2.24)*
Less: Deferred Student Tuition & Fees	17.10	3.27	3.62	10.99	**34.98**	*1.31*
E&G Carryforward as of July 1, 2022	**189.69**	**26.71**	**24.93**	**71.27**	**312.61**	*28.16*
Less: Encumbrances	12.35	1.60	2.83	1.35	**18.14**	*1.66*
Less: 7% Statutory Reserve Requirement	36.10	4.40	2.78	12.27	**55.56**	*4.71*
E&G Carryforward Balance (after 7% reserve)	**141.24**	**20.70**	**19.32**	**57.65**	**238.91**	*21.78*
E&G Carryforward Spend Plan Categories:						
Restricted/Contractual Obligations	53.00	5.84	4.53	29.76	**93.13**	*44.27*
Commitments	88.25	14.86	14.79	27.88	**145.78**	*(22.49)*
Total Planned E&G Carryforward Spending	$ 141.24	$ 20.70	$ 19.32	$ 57.65	$ **238.91**	$ *21.78*

NOTES:
- *Details for each spending category (and the actual BOG format) is included in your materials*

6

UNIVERSITY of SOUTH FLORIDA

Major Categories Associated with E&G Carryforward Spending Plan

1. *Required Reserve (7% of current year E&G)*

2. *Encumbrances*

3. Restricted:
- *By BOG*
- *By appropriation*
- *By University Board of Trustees*
- *By specific contractual commitments*

4. Commitments:
- *Set aside for specific, time-limited purposes*

Defined categories:

- *Compliance, Audit, and Security*

- *Academic and Students Affairs*

- *Facilities, Infrastructure, and IT*

- *UBOT Approved Operating Requirements*

7

UNIVERSITY of SOUTH FLORIDA

Carryforward Usage by Category
Restricted = $93.13M
Proposed for FY23

Other UBOT Approved Operating Requirements
$0.53
1%

Facilities, Infrastructure, and Information Technology
$26.36
28%

Annual Contribution to Reserves for New FCO Projects
$0.95
1%

Academic and Student Affairs
$36.36
39%

Restricted by Appropriations
$28.94
31%
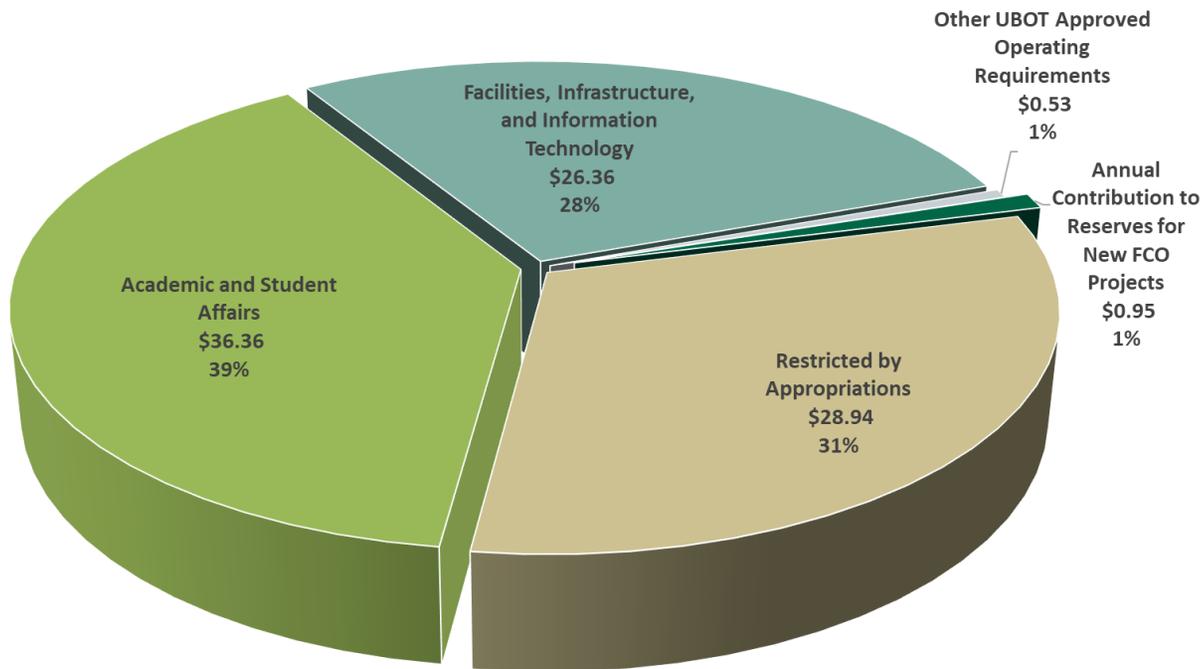
(all $ amounts are in millions)

Some of the examples are:

Annual Contribution to Reserves for New FCO Projects
- Honors College escrow acct

Restricted by Appropriation
- Florida Cyber, FIO, FHT, etc. – $10M
- Preeminence funds for strategic investments – $18M

Academic and Student Affairs
- Faculty Startup Funds – $31.4M

Facilities, Infrastructure, and IT
- Renovation, Repair, or Maintenance Projects – $15.7M
- Information Technology – HCM implementation costs

8

UNIVERSITY of
SOUTH FLORIDA

Carryforward Usage by Category
Commitments = $145.78 million
Proposed for FY23

Facilities, Infrastructure, and Information Technology
$27.81
19%

Academic and Student Affairs
$81.96
56%

Other UBOT Approved Operating Requirements
$32.75
23%

Compliance, Audit, and Security
$3.26
2%
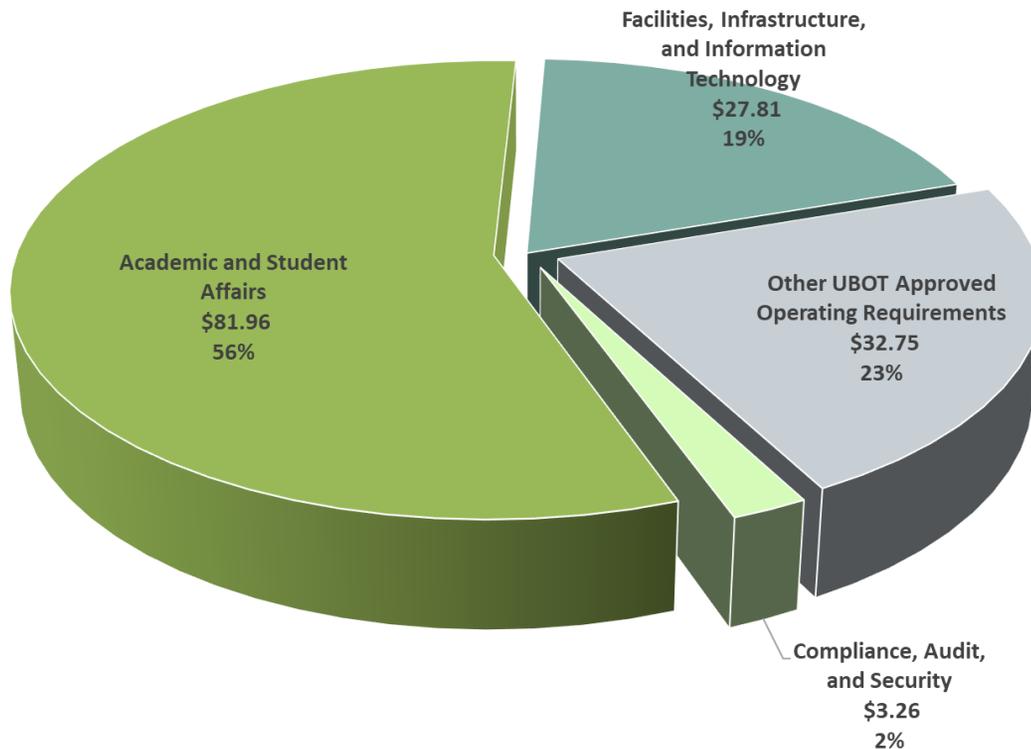
(all $ amounts are in millions)

Some of the examples are:

Academic and Student Affairs
- Instructional & Advising Support - $46.1M
- Faculty Research Startup Funds - $14.5M
- Student Svcs and Financial Aid- $20.7M

Facilities, Infrastructure, and IT
- Renovation, Repair, or Maintenance Projects - $18.1M
- Information Technology (ERP, Equip, etc.) - $9.7M (incl Research Contract Management System commitment)

Compliance, Audit, and Security
- Campus Security and Safety Enhancements - $2.5M

Other UBOT Approved Operating Requirements
- Other Operating requirements approved by UBOT supporting University Mission - $32.7M

9

UNIVERSITY of SOUTH FLORIDA

Action Item

1. Approve the 2022-23 University E&G Carryforward Spending Plan;

2. Board Chair approves (along with the USF President and the USF CFO) the FY 2023 Budget Certification Form

3. Authorize the President, in consultation with the Board of Trustees Chairman, to make necessary non-material adjustments to the Carryforward Plan, with the requirement that material changes be approved by the University Board of Trustees. This authorization does not modify the Board's expenditure policies.

10

Questions

11

UNIVERSITY OF SOUTH FLORIDA
Education and General
Carryforward Spending Plan Summary
Approved by University Board of Trustees
Balances and Spending Plans as of July 1, 2022

		Tampa	St. Petersburg	Sarasota-Manatee	USF Health	Grand Total: University Summary
A.	Beginning E&G Carryforward Balance - July 1, 2022 :					
	Cash	$ 22,635,796	$ 3,236,177	$ 3,093,931	$ 9,063,731	$ 38,029,634
	Investments	$ 180,620,361	$ 25,822,792	$ 24,687,750	$ 72,323,249	$ 303,454,152
	Accounts Receivable	$ 4,559,863	$ 1,016,857	$ 785,772	$ 1,697,843	$ 8,060,335
	Less: Accounts Payable	$ 1,021,591	$ 91,088	$ 15,515	$ 827,567	$ 1,955,761
	Less: Deferred Student Tuition & Fees	$ 17,100,213	$ 3,273,892	$ 3,620,709	$ 10,987,234	$ 34,982,048
B.	Beginning E&G Carryforward Balance (Net of Payables/Receivables/Deferred Fees) :	$ 189,694,215	$ 26,710,846	$ 24,931,228	$ 71,270,022	$ 312,606,312
C.	Fiscal Year 2021-2022 E&G Carryforward Encumbrances Brought Forward	$ 12,350,466	$ 1,604,739	$ 2,831,540	$ 1,349,296	$ 18,136,041
D.	7% Statutory Reserve Requirement (1011.45(1) F.S.):	$ 36,101,622	$ 4,401,951	$ 2,782,548	$ 12,271,733	$ 55,557,854
E.	E&G Carryforward Balance Less 7% Statutory Reserve Requirement (Amount Requiring Approved Spending Plan) :	$ 141,242,127	$ 20,704,156	$ 19,317,140	$ 57,648,993	$ 238,912,417
F.	Annual Contribution to Reserves for New FCO Projects (per s. 1001.706(12) F.S. and Board Reg 14.002) (Should agree with the "Total Facilities Reserves as of July 1, 2022" on the "Details - FCO Reserves" tab)	$ 950,212				$ 950,212
G.	*** Restricted / Contractual Obligations**					
	Restricted by Appropriations	$ 27,509,208	$ 322,799		$ 1,107,456	$ 28,939,463
	University Board of Trustees Reserve Requirement					$ -
	Restricted by Contractual Obligations :					
	Compliance, Audit, and Security					
	Compliance Program Enhancements					$ -
	Audit Program Enhancements					$ -
	Campus Security and Safety Enhancements					$ -
	Academic and Student Affairs					
	Student Services, Enrollment, and Retention Efforts				$ 110,686	$ 110,686
	Student Financial Aid				$ 440,096	$ 440,096
	Faculty/Staff, Instructional and Advising Support and Start-up Funding	$ 2,994,520			$ 1,363,181	$ 4,357,701
	Faculty Research and Public Service Support and Start-Up Funding	$ 5,197,808	$ 431,738		$ 25,819,312	$ 31,448,858
	Library Resources					$ -
	Facilities, Infrastructure, and Information Technology					
	Utilities					$ -
	Information Technology (ERP, Equipment, etc.)	$ 10,463,134	$ 208,596			$ 10,671,730
	Minor Carryforward Fixed Capital Outlay Projects (Board of Governors Regulation 14.003(2))	$ 2,372,397	$ 620,356	$ 2,353,098	$ 923,684	$ 6,269,535
	Major Carryforward Fixed Capital Outlay Projects (Board of Governors Regulation 14.003(2))	$ 2,978,678	$ 4,260,979	$ 2,175,393		$ 9,415,050
	Other UBOT Approved Operating Requirements					
	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	$ 530,000				$ 530,000
	Contingencies for a State of Emergency Declared by the Governor (Section 1011.45(3)(g))					$ -
	Operating Restricted : (Should agree with restricted column totals on "Details-Operating" tab)	$ 46,694,670	$ 963,133	$ -	$ 28,840,731	$ 76,498,534
	FCO Restricted : (Should agree with restricted column totals on "Details-Fixed Capital Outlay" tab)	$ 5,351,075	$ 4,881,334	$ 4,528,491	$ 923,684	$ 15,684,585
	Grand Total Restricted / Contractual Funds :	$ 52,045,745	$ 5,844,467	$ 4,528,491	$ 29,764,416	$ 92,183,119
H.	*** Commitments**					
	Compliance, Audit, and Security					
	Compliance Program Enhancements	$ 153,345			$ 150,000	$ 303,345
	Audit Program Enhancements	$ 449,961				$ 449,961
	Campus Security and Safety Enhancements	$ 1,570,116	$ 940,000			$ 2,510,116
	Academic and Student Affairs					
	Student Services, Enrollment, and Retention Efforts	$ 7,415,446	$ 869,153		$ 1,124,563	$ 9,409,162
	Student Financial Aid	$ 10,971,378	$ 65,100		$ 281,375	$ 11,317,853
	Faculty/Staff, Instructional and Advising Support and Start-up Funding	$ 27,224,984	$ 2,298,445	$ 8,507,648	$ 8,026,640	$ 46,057,717
	Faculty Research and Public Service Support and Start-Up Funding	$ 4,837,432	$ 1,808,084	$ 600,257	$ 7,240,443	$ 14,486,216
	Library Resources	$ 600,000		$ 75,000	$ 12,000	$ 687,000
	Facilities, Infrastructure, and Information Technology					
	Utilities					$ -
	Information Technology (ERP, Equipment, etc.)	$ 5,671,925	$ 2,425,900	$ 850,000	$ 777,875	$ 9,725,700
	Minor Carryforward Fixed Capital Outlay Projects (Board of Governors Regulation 14.003(2))	$ 6,633,717	$ 3,271,425	$ 4,305,744	$ 1,741,168	$ 15,952,055
	Major Carryforward Fixed Capital Outlay Projects (Board of Governors Regulation 14.003(2))	$ 250,000			$ 1,882,654	$ 2,132,654
	Other UBOT Approved Operating Requirements					
	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	$ 22,467,866	$ 3,181,582	$ 450,000	$ 6,647,858	$ 32,747,306
	Contingencies for a State of Emergency Declared by the Governor (Section 1011.45(3)(g))					$ -
	Operating Commitments : (Should agree with committed column total on "Details-Operating" tab)	$ 81,362,453	$ 11,588,264	$ 10,482,905	$ 24,260,754	$ 127,694,376
	FCO Commitments : (Should agree with committed column total on "Details-Fixed Capital Outlay" tab)	$ 6,883,717	$ 3,271,425	$ 4,305,744	$ 3,623,822	$ 18,084,709
	Grand Total Commitments :	$ 88,246,170	$ 14,859,689	$ 14,788,649	$ 27,884,577	$ 145,779,085
I.	Available E&G Carryforward Balance as of July 1, 2022:	$ 0	$ (0)	$ -	$ -	$ 0

* Please provide supplemental **detailed descriptions** for these multiple-item categories in sections F, G, and H for operating, fixed capital outlay, and FCO Reserves spending plans using Board of Governors templates provided (use worksheet tabs for "Details" included with this file).

Notes :
1. Florida Polytechnic University amounts include the Phosphate Research Trust Fund.
2. **2019 Senate Bill 190 amended 1011.45 F.S.** regarding university Education & General carryforward minimum reserve balances, reporting requirements, and allowable uses. 1011.45(2) states that *"Each university that retains a state operating fund carry forward balance in excess of the 7 percent minimum shall submit a spending plan for it's excess carry forward balance. The spending plan shall be submitted to the university's board of trustees for review, approval, or if necessary, amendment by September 1, 2020, and each September 1 thereafter. The Board of Governors shall review, approve, and amend if necessary, each university's carry forward spending plan by October 1, 2020, and each October 1 thereafter."* 1011.45(3) adds *"A university's carry forward spending plan shall include the* **estimated cost per planned expenditure and a timeline for completion of the expenditure."** Three additional tabs are provided with this file to allow reporting of university detailed expenditure plans for each planned expenditure or project, a completion timeline, and amount budgeted for expenditure during the reporting fiscal year.

UNIVERSITY OF SOUTH FLORIDA
2022-2023 University E&G Carryforward Spending Plans - Supplemental Details (Operating Plans)
Pursuant to 1011.45, Florida Statutes
July 1, 2022

Line Item #	Carryforward Spending Plan Category	Specific Expenditure/Project Title	Budget			
			Total Amount to be Funded from Current Year E&G Carryforward Balance	RESTRICTED Restricted Balance as of July 1, 2022	COMMITTED Committed Balance as of July 1, 2022	E&G Carryforward Amount Budgeted for Expenditure During FY22
	Tampa campus					-
1	Restricted by Appropriations	Direct Appropriation - Florida Institute of Oceanography	1,319,818	1,319,818		1,319,818
2	Restricted by Appropriations	Florida Cyber - non-recurring expenses	2,800,682	2,800,682		2,800,682
3	Restricted by Appropriations	Florida High Tech Allocation	4,660,465	4,660,465		4,660,465
4	Restricted by Appropriations	Strategic Funds related to faculty startup and lab buildout	18,728,243	18,728,243		7,581,219
5	Compliance Program Enhancements	Non-Recurring Expenses in University Support Units under $100K	103,345		103,345	103,345
6	Compliance Program Enhancements	Non-Recurring International Student Services Efforts	50,000		50,000	50,000
7	Audit Program Enhancements	Non-Recurring Expenses in University Support Units under $100K	449,961		449,961	449,961
8	Campus Security and Safety Enhancements	Non-Recurring Expenses in University Support Units under $100K	116,428		116,428	116,428
9	Campus Security and Safety Enhancements	Police Vehicles and Upfitting	509,323		509,323	509,323
10	Campus Security and Safety Enhancements	Campus Security & Safety Equipment	944,365		944,365	944,365
11	Student Services, Enrollment, and Retention Efforts	Diversity Initiative Non-Recurring Expenses	200,000		200,000	200,000
12	Student Services, Enrollment, and Retention Efforts	International Travel Grants	150,000		150,000	150,000
13	Student Services, Enrollment, and Retention Efforts	Non-recurring cost coverage of EPS Free Ticket Program to entice student participation	550,000		550,000	550,000
14	Student Services, Enrollment, and Retention Efforts	Non-Recurring Expenses in Academic Support Units under $100K	3,730,732		3,730,732	3,730,732
15	Student Services, Enrollment, and Retention Efforts	Non-Recurring International Student Services Efforts	730,957		730,957	730,957
16	Student Services, Enrollment, and Retention Efforts	Student Accessibility Services funding	250,000		250,000	250,000
17	Student Services, Enrollment, and Retention Efforts	Timely MD Non-Recurring Cost	803,757		803,757	803,757
18	Student Services, Enrollment, and Retention Efforts	Non-Recurring Student Success Commitment	1,000,000		1,000,000	1,000,000
19	Student Financial Aid	One Time Student Financial Aid	10,971,378		10,971,378	10,971,378
20	Faculty/Staff Instructional and Advising Support and Start-Up Funding	Non-Recurring Expenses in Academic Support Units under $100K	21,854		21,854	21,854
21	Faculty/Staff Instructional and Advising Support and Start-Up Funding	Non-Recurring International Student Services Efforts	70,000		70,000	70,000
22	Faculty/Staff Instructional and Advising Support and Start-Up Funding	Prior Year Faculty Commitment	744,334	454,000	290,334	744,334
23	Faculty/Staff Instructional and Advising Support and Start-Up Funding	Supporting Instructional efforts throughout the University	29,383,316	2,540,520	26,842,796	29,383,316
24	Faculty Research and Public Service Support and Start-Up Funding	Faculty Research Activities Support	3,945,934	55,507	3,890,426	3,945,934
25	Faculty Research and Public Service Support and Start-Up Funding	Faculty Research Startup Support	5,142,301	5,142,301		4,892,301
26	Faculty Research and Public Service Support and Start-Up Funding	FinTech Center Startup Funding	197,006		197,006	197,006
27	Faculty Research and Public Service Support and Start-Up Funding	Research Vessel Relocation Cost	750,000		750,000	750,000
28	Library Resources	Electronic and print resources, research tools - one-time	600,000		600,000	600,000
29	Information Technology (ERP, Equipment, Etc.)	HCM Implementation Costs	10,759,451	10,463,134	296,317	5,379,726
30	Information Technology (ERP, Equipment, Etc.)	Non-Recurring Computer and Software purchases/consulting under $100K Student	3,630,489		3,630,489	3,630,489
31	Information Technology (ERP, Equipment, Etc.)	Information System Enhancement Project - one-time costs	1,745,119		1,745,119	1,745,119
32	Other Operating Requirements	ESCO Non-Recurring Costs	530,000	530,000		530,000
33	Other Operating Requirements	Funds set aside for potential renovations in out years	1,330,404		1,330,404	
34	Other Operating Requirements	Non-Recurring Computer and Software purchases/consulting under $100K Non-	175,732		175,732	175,732
35	Other Operating Requirements	Recurring Expenses in University Support Units under $100K	15,569,045		15,569,045	15,569,045
36	Other Operating Requirements	Reserves for Strategic Investments throughout the year in non-recurring expenses	5,392,685		5,392,685	5,000,000
		Total as of July 1, 2022: *	$ 128,057,124	$ 46,694,670	$ 81,362,454	$ 109,557,286

Line Item #	Carryforward Spending Plan Category	Specific Expenditure/Project Title	Total Amount to be Funded from Current Year E&G Carryforward Balance	RESTRICTED Restricted Balance as of July 1, 2022	COMMITTED Committed Balance as of July 1, 2022	E&G Carryforward Amount Budgeted for Expenditure During FY22
St. Petersburg campus						-
1	Restricted by Appropriations	STP Gulf Of Mexico Studies	14,895	14,895		14,895
2	Restricted by Appropriations	STP Youth in Government	302,297	302,297		302,297
3	Restricted by Appropriations	Weekly Challenger Initiative	5,607	5,607		5,607
4	Campus Security and Safety Enhancements	Campus Security & Safety Enhancements	760,100		760,100	760,100
5	Campus Security and Safety Enhancements	Campus Security & Safety Equipment	179,900		179,900	179,900
6	Student Services, Enrollment, and Retention Efforts	Non-Recurring Expenses in Academic Support Units under $100K	427,853		427,853	427,853
7	Student Services, Enrollment, and Retention Efforts	Reserves for non-recurring investments in Student Success Initiative	441,300		441,300	441,300
8	Student Financial Aid	One Time Student Financial Aid	65,100		65,100	65,100
9	Faculty/Staff Instructional and Advising Support and Start-Up Funding	Supporting Instructional efforts throughout the University	2,298,445		2,298,445	2,298,445
10	Faculty Research and Public Service Support and Start-Up Funding	Faculty Research Activities Support	139,121	17,261	121,860	139,121
11	Faculty Research and Public Service Support and Start-Up Funding	Faculty Research Startup Support	1,837,597	237,597	1,600,000	237,597
12	Faculty Research and Public Service Support and Start-Up Funding	Family Studies Center - non-recurring expenses	74,810		74,810	74,810
13	Faculty Research and Public Service Support and Start-Up Funding	Infant Family Mental Health Center - non-recurring expenses	14,414	3,000	11,414	14,414
14	Faculty Research and Public Service Support and Start-Up Funding	USF Faculty Internal Awards	173,880	173,880		173,880
15	Information Technology (ERP, Equipment, Etc.)	Non-Recurring Computer and Software purchases/consulting under $100K	634,496	208,596	425,900	634,496
16	Information Technology (ERP, Equipment, Etc.)	Reserves for Strategic Investments through the year in non-recurring expenses	2,000,000		2,000,000	1,000,000
17	Other Operating Requirements	Non-Recurring Expenses in University Support Units under $100K	160,529		160,529	160,529
18	Other Operating Requirements	Reserves for Strategic Investments through the year in non-recurring expenses	3,021,053		3,021,053	2,000,000
		Total as of July 1, 2022: *	**$ 12,551,397**	**$ 963,133**	**$ 11,588,264**	**$ 8,930,344**

Line Item #	Carryforward Spending Plan Category	Specific Expenditure/Project Title	Total Amount to be Funded from Current Year E&G Carryforward Balance	RESTRICTED Restricted Balance as of July 1, 2022	COMMITTED Committed Balance as of July 1, 2022	E&G Carryforward Amount Budgeted for Expenditure During FY22
Sarasota-Manatee campus						-
1	Faculty/Staff Instructional and Advising Support and Start-Up Funding	Faculty Research Startup Support	1,881,962		1,881,962	1,881,962
2	Faculty/Staff Instructional and Advising Support and Start-Up Funding	Supporting Instructional efforts throughout the University	6,625,686		6,625,686	6,625,686
3	Faculty Research and Public Service Support and Start-Up Funding	Faculty Research Activities Support	600,257		600,257	600,257
4	Library Resources	Electronic and print resources, research tools - one-time	75,000		75,000	75,000
5	Information Technology (ERP, Equipment, Etc.)	Non-Recurring Computer and Software purchases/consulting under $100K	850,000		850,000	850,000
6	Other Operating Requirements	Non-Recurring Expenses in University Support Units under $100K	450,000		450,000	450,000
		Total as of July 1, 2022: *	**$ 10,482,905**	**$ -**	**$ 10,482,905**	**$ 10,482,905**

Line Item #	Carryforward Spending Plan Category	Specific Expenditure/Project Title	Total Amount to be Funded from Current Year E&G Carryforward Balance	RESTRICTED Restricted Balance as of July 1, 2022	COMMITTED Committed Balance as of July 1, 2022	E&G Carryforward Amount Budgeted for Expenditure During FY22
USF Health						-
1	Restricted by Appropriations	Florida High Tech Allocation	386,399	386,399		386,399
2	Restricted by Appropriations	Jiu Jitsu, Traumatic Brain Injury & Neuromusculoskeletal Research Center	721,057	721,057		721,057
3	Compliance Program Enhancements	Accreditation-focused program enhancements	150,000		150,000	150,000
4	Student Services, Enrollment, and Retention Efforts	Non-Recurring Expenses in Academic Support Units under $100K	387,112		387,112	387,112
5	Student Services, Enrollment, and Retention Efforts	Non-Recurring Student Recruitment Efforts	848,137	110,686	737,451	848,137
6	Student Financial Aid	One Time Student Financial Aid	721,471	440,096	281,375	721,471
7	Faculty/Staff Instructional and Advising Support and Start-Up Funding	Faculty Research Startup Support	333,925	333,925		333,925
8	Faculty/Staff Instructional and Advising Support and Start-Up Funding	Supporting Instructional efforts throughout the University	9,055,896	1,029,256	8,026,640	9,055,896
9	Faculty Research and Public Service Support and Start-Up Funding	Faculty Research Activities Support	10,733,720	3,495,277	7,238,443	7,238,443
10	Faculty Research and Public Service Support and Start-Up Funding	Faculty Research Startup Support	22,326,035	22,324,035	2,000	2,000
11	Library Resources	Electronic and print resources, research tools - one-time	12,000		12,000	12,000
12	Information Technology (ERP, Equipment, Etc.)	Non-Recurring Expenses in University Support Units under $100K	777,875		777,875	777,875
13	Other Operating Requirements	Funds set aside for potential renovations in out years	2,417,346		2,417,346	-
14	Other Operating Requirements	Reserves for Strategic Investments through the year in non-recurring expenses	4,230,513		4,230,513	2,115,256
		Total as of July 1, 2022: *	**$ 53,101,486**	**$ 28,840,731**	**$ 24,260,755**	**$ 22,749,572**

*Note: Should agree with respective restricted/contractual and/or committed category totals on "Summary" t

UNIVERSITY OF SOUTH FLORIDA
2022-2023 University E&G Carryforward Spending Plans - Supplemental Details (Fixed Capital Outlay Plans)
Pursuant to 1011.45, Florida Statutes
July 1, 2022

Line Item #	Carryforward Spending Plan Category	Specific Project Title/Name	Description	Project(s) Cost to be Funded from Current Year E&G Carryforward Balance	Restricted Restricted Balance As of July 1, 2022	Committed Committed Balance As of July 1, 2022	E&G Carryforward Funds Budgeted for Expenditure During FY23
Tampa campus							
1	Minor, < $2M: Renovation, Repair or Maintenance	3702 Spectrum Blvd. renovations - new rental space		$200,000		$200,000	$200,000
2	Minor, < $2M: Renovation, Repair or Maintenance	Classroom Renovations		$389,808	$4,308	$385,500	$389,808
3	Minor, < $2M: Renovation, Repair or Maintenance	CMS Fire Alarm		$116,238	$116,238		$116,238
4	Minor, < $2M: Renovation, Repair or Maintenance	Emergency Repairs		$3,660,567		$3,660,567	$3,660,567
5	Minor, < $2M: Renovation, Repair or Maintenance	Fuel Upgrade Project Build Out		$500,000		$500,000	$500,000
6	Minor, < $2M: Renovation, Repair or Maintenance	IDRB Suite 404 renovation - USFRI share		$125,000		$125,000	$125,000
7	Minor, < $2M: Renovation, Repair or Maintenance	MDC Vivarium Renovation funds set aside		$5,410	$5,410		$5,410
8	Minor, < $2M: Renovation, Repair or Maintenance	MDT Air Handling Units Projects		$12,732	$12,732		$12,732
9	Minor, < $2M: Renovation, Repair or Maintenance	Other various minor projects across campus under $100K		$3,061,703	$2,233,710	$827,993	$2,233,710
10	Minor, < $2M: Renovation, Repair or Maintenance	College of the Arts Sound Recording Studio Modernization		$234,657		$234,657	$234,657
11	Minor, < $2M: Renovation, Repair or Maintenance	Theater Building Renovations		$700,000		$700,000	$500,000
		Total Minor Carryforward As July 1, 2022 :		$9,006,114	$2,372,397	$6,633,717	$7,978,122
Major Carryforward Projects (>$2M)[1]							
12	Major, $2M-$10M: Completion of Remodeling or Infrastructure	Southeast Chiller		$276,317	$276,317	$0	$276,317
13	Major, $2M-$5M: Renovation, Repair or Maintenance	USF Health ALZ 4th Floor Renovation		$250,000		$250,000	$250,000
14	Major: Completion of a PECO project	Honors College FFE Funds		$2,702,360	$2,702,360		$2,702,360
		Total Major Carryforward As July 1, 2022 :		$3,228,678	$2,978,678	$250,000	$3,228,677
	1. As defined in Board of Governors Regulation 14.003(2).	*Fixed Capital Outlay Totals :*		$12,234,792	$5,351,075	$6,883,717	$11,206,799

* Note: Should agree with respective restricted/contractual and/or committed category totals on "Summary" tab.

Line Item #	Carryforward Spending Plan Category	Specific Project Title/Name	Description	Project(s) Cost to be Funded from Current Year E&G Carryforward Balance	Restricted Restricted Balance As of July 1, 2022	Committed Committed Balance As of July 1, 2022	E&G Carryforward Funds Budgeted for Expenditure During FY23
St. Petersburg campus							
1	Minor, < $2M: Renovation, Repair or Maintenance	Davis 1st Floor East Remodel		$142,151	$142,151		$142,151
2	Minor, < $2M: Renovation, Repair or Maintenance	Davis Hall 102-105 Remodel		$225,637	$225,637		$225,637
3	Minor, < $2M: Renovation, Repair or Maintenance	Exterior upgrades to SLC building		$400,000		$400,000	$400,000
4	Minor, < $2M: Renovation, Repair or Maintenance	Other various minor projects across campus under $100K		$2,666,230	$94,805	$2,571,425	$2,666,230
5	Minor, < $2M: Renovation, Repair or Maintenance	POY Library 1st Floor Remodel		$7,763	$7,763		$7,763
6	Minor, < $2M: Renovation, Repair or Maintenance	PRW 123 Renovation		$150,000	$150,000		$150,000
7	Minor, < $2M: Renovation, Repair or Maintenance	Upgrade elevators per new code		$300,000		$300,000	$300,000
			* Total Minor Carryforward As July 1, 2022 :	$3,891,781	$620,356	$3,271,425	$3,891,781

Major Carryforward Projects (>$2M)[1]

Line Item #	Carryforward Spending Plan Category	Specific Project Title/Name	Description	Project(s) Cost to be Funded from Current Year E&G Carryforward Balance	Restricted	Committed	E&G Carryforward
5	Major, $2M-$5M: Renovation, Repair or Maintenance	STP Science & Technology Lab Remodel		$4,260,979	$4,260,979	0	$4,260,979
			* Total Major Carryforward As July 1, 2022 :	$4,260,979	$4,260,979	$0	$4,260,979

1. As defined in Board of Governors Regulation 14.003(2).

		Fixed Capital Outlay Totals :	$8,152,760	$4,881,334	$3,271,425	$8,152,760

* Note: Should agree with respective restricted/contractual and/or committed category totals on "Summary" tab.

Line Item #	Carryforward Spending Plan Category	Specific Project Title/Name	Description	Project(s) Cost to be Funded from Current Year E&G Carryforward Balance	Restricted Restricted Balance As of July 1, 2022	Committed Committed Balance As of July 1, 2022	E&G Carryforward Funds Budgeted for Expenditure During FY23
Sarasota-Manatee campus							
1	Minor, < $2M: Completion of Remodeling or Infrastructure	Chiller plant expansion to increase cooling capacity for planned campus construction		$1,500,000		$1,500,000	$1,500,000
2	Minor, < $2M: Renovation, Repair or Maintenance	Classroom Renovations		$200,000		$200,000	$200,000
3	Minor, < $2M: Renovation, Repair or Maintenance	Emergency Repairs		$498,149		$498,149	$498,149
4	Minor, < $2M: Renovation, Repair or Maintenance	Main generator replacement		$681,595		$681,595	$681,595
5	Minor, < $2M: Renovation, Repair or Maintenance	Other various minor projects across campus under $100K		$1,062,649	$176,649	$886,000	$1,062,649
6	Minor, < $2M: Renovation, Repair or Maintenance	Research Annex Phase II		$375,000		$375,000	$375,000
7	Minor, < $2M: Renovation, Repair or Maintenance	SAR Campus Paint&Carpet Replacement		$97,768	$97,768		$97,768
8	Minor, < $2M: Renovation, Repair or Maintenance	SAR Temporary Modular Building		$598,150	$598,150		$598,150
9	Minor, < $2M: Renovation, Repair or Maintenance	SMC B240 Renovations		$121,200	$121,200		$121,200
10	Minor, < $2M: Renovation, Repair or Maintenance	SMC C0325 Renovation Campus Advancement		$124,184	$124,184		$124,184
11	Minor, < $2M: Renovation, Repair or Maintenance	SMC Carpet & Interior Painting		$79,802	$79,802		$79,802
12	Minor, < $2M: Renovation, Repair or Maintenance	SMC3069 Renovations		$962,666	$962,666		$962,666
13	Minor, < $2M: Renovation, Repair or Maintenance	SMP3071 Chilled Water Redundancy Renovation		$192,678	$192,678		$192,678
14	Minor, < $2M: Renovation, Repair or Maintenance	State vehicle parking structure		$165,000		$165,000	$165,000
			* Total Minor Carryforward As July 1, 2022 :	$6,658,842	$2,353,098	$4,305,744	$6,658,842

Major Carryforward Projects (>$2M)[1]

Line Item #	Carryforward Spending Plan Category	Specific Project Title/Name	Description	Project(s) Cost to be Funded from Current Year E&G Carryforward Balance	Restricted	Committed	E&G Carryforward
15	Major, $2M-$10M: Completion of Remodeling or Infrastructure	College of Hospitality and Leadership Expansion		$2,175,393	$2,175,393	0	$0
			* Total Major Carryforward As July 1, 2022 :	$2,175,393	$2,175,393	$0	$0

1. As defined in Board of Governors Regulation 14.003(2).

		Fixed Capital Outlay Totals :	$8,834,235	$4,528,491	$4,305,744	$6,658,842

* Note: Should agree with respective restricted/contractual and/or committed category totals on **"Summary" tab**.

Line Item #	Carryforward Spending Plan Category	Specific Project Title/Name	Description	Project(s) Cost to be Funded from Current Year E&G Carryforward Balance	Restricted Restricted Balance As of July 1, 2022	Committed Committed Balance As of July 1, 2022	E&G Carryforward Funds Budgeted for Expenditure During FY23
USF Health							
1	Minor, < $2M: Renovation, Repair or Maintenance	Emergency Repairs		$1,500,000		$1,500,000	$1,500,000
2	Minor, < $2M: Renovation, Repair or Maintenance	MDN Learning Commons		$602,825	$602,825		$602,825
3	Minor, < $2M: Renovation, Repair or Maintenance	Other various minor projects across campus under $100K		$562,028	$320,859	$241,168	$562,028
			* Total Minor Carryforward As July 1, 2022 :	**$2,664,853**	**$923,684**	**$1,741,168**	**$2,664,853**
Major Carryforward Projects (>$2M)[1]							
4	Major, $2M-$5M: Renovation, Repair or Maintenance	USF Health ALZ 4th Floor Renovation		$1,882,654	$0	1,882,654	$1,882,654
			* Total Major Carryforward As July 1, 2022 :	**$1,882,654**	**$0**	**$1,882,654**	**$1,882,654**
1. As defined in Board of Governors Regulation 14.003(2).			*Fixed Capital Outlay Totals :*	**$4,547,507**	**$923,684**	**$3,623,822**	**$4,547,507**

* Note: Should agree with respective restricted/contractual and/or committed category totals on **"Summary" tab**.

University Facilities Reserves
Additional Amounts Contributed From July 1, 2022 Beginning E&G Carryforward Balance
Pursuant to s. 1001.706(12) F.S. and Board of Governors Regulation 14.002

	Specific Project/Facility Title	Description of Project/Facility	Amount Added From E&G Carryforward for FY 2022-23
1.	Judy Genshaft Honors College	Building Construction Escrow Account	$ 950,212.00
2.			$ -
3.			$ -
4.			$ -
5.			$ -
6.			$ -
7.			$ -
8.			$ -
9.			$ -
10.			$ -
		Total Capital Facilities Reserves as of July 1, 2022 : *	$ 950,212.00

*Note: Should agree with line F on the "Summary" tab.

State University System
Education & General Carryforward Spending Plan
Reporting Definitions

I. <u>**Carryforward Spending Plan - Budgetary Category Definitions**</u>

1.	Encumbrances	Unpaid balances remaining in active purchase orders, travel authorizations, etc., to be paid using E&G carryforward funds. May also include nonrecurring employee compensation amounts through the end of the current fiscal year.
2.	7% Statutory Reserve Requirement	Required E&G reserve requirement per 1011.45 F.S. - amends previous 1011.40 F.S. requirement. Based on percentage of state operating budget.
3.	Restricted/Contractual Obligations	Should generally be supported by documentation that memorializes an agreement with another party (e.g. contract, offer letter, construction contract/project number, etc.).
4.	Commitments	Monies designated for a specific purpose which are not yet encumbered/contracted/restricted. Discretion may still be exercised with respect to the use of these funds.
5.	University Board of Trustees Reserve Requirement	The amount of unrestricted funds set aside by the University Board of Trustees to address critical, unforeseen, or non-discretionary items that require immediate funding, such as unanticipated or uninsured catastrophic events, unforeseen contingencies, state budget shortfalls, or university revenue shortfalls.
6.	Restricted by Appropriations	Funds appropriated by the Legislature for a specific purpose or intended use as identified by law or through legislative work papers.
7.	Compliance Program Enhancements	Initiatives associated with being in compliance with federal law, state law, Board of Governors Regulations or any other entity with which the University must comply.
8.	Audit Program Enhancements	Initiatives associated with implementing audit programs of the institution.
9.	Campus Security and Safety Enhancements	The support of campus security and/or safety issues, such as the recruitment of police officers, vehicles, equipment, and investments which promote security and safety at the institution. This issue may also include mental health counseling and services.
10.	Student Services, Enrollment, and Retention Efforts	Funds to promote student success through supporting student services programs, addressing enrollment, and assisting with retention efforts to support timely graduation.
11.	Student Financial Aid	Funds allocated to reduce student costs and to provide an opportunity to obtain a degree in an affordable and timely fashion.
12.	Faculty/Staff Instructional and Advising Support and Start-Up Funding	Funds identified to support instructional and advising activities, and/or start-up packages for new faculty. Start-up packages are often expended over a multi-year period.
13.	Faculty Research and Public Service Support and Start-Up Funding	Funds identified to support research and public service, and any associated start up funding. Start-up packages are often expended over a multi-year period.
14.	Library Resources	Materials and database access required to support programs of study and research.
15.	Utilities	Support of nonrecurring utility costs throughout the university.
16.	Information Technology (ERP, Equipment, Etc.)	Funds to improve operational productivity, educational improvements, and technological innovation, implementation and/or maintenance of ERP systems, and technological equipment purchases.
17.	Other Operating Requirements	Other expenditures/projects that support the university's mission, are **nonrecurring** in nature, and are approved by the university board of trustees.
18.	Contingencies for a State of Emergency Declared by the Governor	A commitment of funds to a contingency reserve for expenses incurred as a result of a state of emergency declared by the Governor pursuant to s. 252.36, Florida Statutes.

State University System
Education & General Carryforward Spending Plan
Reporting Definitions

19.	PECO Projects - Supplemental Funds to Complete Projects That Received Previous Appropriation	Commitment of funds to a public education capital outlay project for which an appropriation has previously been provided that requires additional funds for completion and which is included in the list required by s. 1001.706(12)(d), Florida Statutes. This category is valid for both major and minor carryforward projects.
20.	Completion of Renovation, Repair, or Maintenance Project up to $5M	For projects that are consistent with the provisions of s. 1013.64(1), Florida Statutes, up to $5 million per project. Refer to Board of Governors Regulation 14.001 for the definitions of renovation, repair, and maintenance. This category is valid for both major and minor carryforward projects.
21.	Replacement of Minor Facility (< 10,000 gsf) up to $2M	Replacement of minor facility project that does not exceed 10,000 gross square feet in size, up to $2 million. This category is valid for minor carryforward projects.
22.	Completion of a Survey-Recommended Remodeling or Infrastructure Project (Including DRS Schools) up to $10M	Completion of a remodeling or infrastructure project, including a project for a developmental research school, up to $10 million per project, if such project is survey recommended pursuant to s. 1013.31, Florida Statutes. Refer to Board of Governors Regulation 14.001 for the definition of remodeling. This category is valid for both major and minor carryforward projects.

II. **Column Definitions for Use With Details Tabs**

1.	Carryforward Spending Plan Category	Functional category brought forward from the Carryforward Spending Plan reporting template. Categories are defined in Section I of this document.
2.	Specific Expenditure/ Project Title/Name	Detailed title of planned expenditure item or project, with sufficient details to be tracked individually through the expenditure cycle to completion.
3.	Total Amount to be Funded from Current Year E&G Carryforward Balance	The total estimated cost to be paid from current-year beginning E&G carryforward balance for the specific expenditure item or project.
4.	E&G Carryforward Amount Budgeted for Expenditure During FY21	This column represents the current budgetary year's estimated disbursement of E&G carryforward towards the total planned expenditure item or project.

Project Timeline

5.	Estimated Completion Date	Estimated date (year) for full expenditure of E&G carryforward funds for the specific expenditure plan item or project.
6.	Current Expenditure Year #	The current year in the project completion timeline, e.g. year 2 of a 4 year project. Input is number only.
7.	Total # Years of Expenditure per Project	The total number of years over which the expenditure item / project will span.
8.	Comments/Explanations	Additional information to assist the user of the report including, but not limited to, a description of the expenditure item / project and how it supports the university's mission and operations.

Other Definitions

9.	Nonrecurring	Nonrecurring guidelines as vetted and approved by the Council for Administrative and Financial Affairs (CAFA) can be found on the Board of Governors' website.
10.	Coronavirus/COVID-19	The use of E&G carryforward funds to address various university costs associated with COVID-19.

Agenda Item: FL 115

USF Board of Trustees
September 6, 2022

Issue: Fixed Capital Outlay Budget

_____

Proposed action:
1) Approve the 2022-2023 Fixed Capital Outlay Budget
2) Authorize the President, in consultation with the Board of Trustees Chair, to make necessary non-material adjustments to the 2022-2023 fixed capital outlay budget, with the requirement that material changes be approved by the University Board of Trustees. This authorization does not modify the Board's expenditure policies.
3) Authorize the President, Board Chair and CFO to execute a certification required by the State University System Board of Governors relating to the Fixed Capital Outlay Budget.

_____

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.

- The fixed capital outlay budget includes state and nonstate appropriated funds.
- The budget for USF 2022-2023 State Appropriated Fixed Capital Outlay funds is based on the 2022 Appropriation Act and is consistent with approved legislative spending authority.
- Stakeholders from all campuses and departments provided a list of new projects that were combined with the current project list. The consolidated comprehensive list was used to populate the BOG template.

The Office of Administrative Services will leverage this information to help inform a strategic direction for development across our campuses. The projects identified have a direct impact on facilities' resource and capital renewal requirements. We look forward to depicting these outcomes in future submissions.

Financial Impact: The thoughtful use of University funds to improve facilities and infrastructure across campuses.

_____

Strategic Goal(s) Item Supports: Goals 1, 2, 3, 4
BOT Committee Review Date:
Supporting Documentation Online (*please circle*):   Yes   No
Prepared by: Julie McCoy

Fixed Capital Outlay

FY2022/2023 Proposed Project Approval

September 6, 2022

UNIVERSITY of SOUTH FLORIDA

UNIVERSITY of
SOUTH FLORIDA

Fixed Capital Outlay

- FCO overall is a multi-step process to ensure all projects are approved from all fund sources.

 Previously Approved by the Board of Trustees on 06/15/2022

  1. USF Five-Year Capital Improvement Plan (CIP) including Capital Improvement Fee Trust Fund (CITF)

  2. Fixed Capital Outlay and Capital Renewal Program/Deferred Building Maintenance Program- $72.8M

- Annual submission which is due to the Board of Governors 10/01/2022

- Proposed Project List includes:
  o All Campus locations
  o Projected projects contingent on funds availability

Note: All fixed capital outlay project expenses exceeding $1M will still need to adhere to USF's expenditure policy guidelines

UNIVERSITY of SOUTH FLORIDA

Fixed Capital Outlay Categories

- Education & General (E&G) Operating Projects – under $1M

- Minor Carryforward (CF) Projects – under $2M

- Major Carryforward (CF) Projects – up to $10M

- State Appropriated Projects

- Non-Appropriated Projects

Projects $1M or Greater

Project Title	Funding Source	Budget
1st floor WEST END clinic space build out	DSO	$1,560,000.00
2nd Floor Expansion space	DSO	$2,230,175.00
4th Floor Expansion	CF	$2,132,654.00
6th floor IBD clinic	DSO	$1,340,000.00
Baseball / Softball Batting Cage	Foundation	$1,950,000.00
Castor ERV	Aux	$1,200,000.00
Muma Basketball Court Resurfacing	Foundation	$1,170,000.00
Cypress A-B Bathroom Renovation	Aux	$2,000,000.00
Cypress A-D enclose exterior stairwells	Aux	$2,730,000.00
Cypress C & D Apartment Renovation	Aux	$2,800,000.00
ESPN2 Phase 2 Control/Studio Room	Foundation	$1,500,000.00
Flooring upgrades	Aux	$1,000,000.00
Furniture Replacement/Upgrades	Aux	$1,000,000.00
Athletics Hall of Fame	Foundation	$3,200,000.00
Heat exchanger/boilers North campus	Aux	$1,500,000.00
IT Network Upgrades	Aux	$2,000,000.00
LED Light Conversion	Foundation	$1,150,000.00
LED Lighting	Foundation	$1,100,000.00
MDD 6 & 7 core labs, 8th full buildout	DSO	$14,350,000.00
MSC 2500D Convert Storage Room to AV Control Room	Aux	$1,000,000.00
Phase 1 Renovation	Foundation	$3,000,000.00
Golf Facility Practice Area Renovation	Foundation	$1,500,000.00
Replace Hydrotherapy Pools	Foundation	$1,750,000.00
Track & Field Replace Press Box	Foundation	$2,500,000.00
Track & Field Restrooms Renovation	Foundation	$1,300,000.00
Roofing	Aux	$2,500,000.00
STG 1st Floor Remodel	CF	$4,119,903.00
SVC Data Center UPS A/B Separation & CRAC Units	Aux	$1,200,000.00
Tenant Improvement	Foundation	$4,509,503.00
USC First Floor Renovation	Aux	$1,111,400.00
Vivarium expansion sterilization grant application	C&G	$8,000,000.00
Chiller plant expansion for planned campus construction	CF	$1,500,000.00
JPH Chiller Replacement Phase III	Aux	$1,007,394.00

Projects under $1M

Project Title	Funding Source	# of Projects	Budget
Various Projects under $1,000,000	Auxiliary	18	4,710,592
	Contracts & Grants	2	1,900,000
	Carryforward	27	5,480,267
	Direct Support Organization	8	1,468,000
	Foundation	3	800,000
	State Appropriated	4	1,110,000

UNIVERSITY of
SOUTH FLORIDA

Next Steps

- BOT to review / approve current submission

- For future submissions:
  - Conduct a comprehensive OneUSF assessment
  - Align with Capital Renewal plan and Strategic Plan initiatives
  - Incorporate operational efficiencies that could re-align priorities, e.g. opportunities to share resources across various needs

Questions

UNIVERSITY OF SOUTH FLORIDA
FIXED CAPITAL OUTLAY BUDGET for Fiscal Year 2022-23
(per s. 1013.61, F.S. and Board Reg. 14.003)

CFSP item #	Category	Project Title/Name	Description	Total Project(s) Cost	Funding Source(s) Source	Amount	Funds Expended to Date	Funds to be Expended this Year	Remaining Balance	Project Timeline Start Date	Completion Date	Comments
	Education & General (E&G) Operating Projects											
	Consolidated line item of all FCO projects, as defined in Board reg 14.001, funded from current year E&G operating funds. No individual project funded in whole or in part shall exceed $1M, per Board reg 9.007(3)(a)1.			$1,122,965	E&G Operating Funds	$1,122,965	$240,825	$882,140	$0	Not Applicable		
	Carryforward (CF) - Small Projects											
	Consolidated line item of all FCO projects with a cost up to $2M funded in whole or in part from from CF funds, pursuant to Board Reg. 14.003(2)(b). Includes replacement of facilities less than 10,000 gross sf. This is a single line item in the FOC budget. For a list of individual projects, refer to the Carryforward Spending Plans (CFSP).			$34,273,809	CF	$34,273,809	$8,654,852	$25,618,956	$0	Refer to detail in Carryforward Spending Plan		
	Carryforward (CF) - Large Projects											
	Any FCO project funded in whole or in part from CF funds, where total individual FCO project cost exceeds $2M, pursuant to Board reg. 14.003(2)(c) and expenditure limits described therein. May also be reflected as one of multiple funding sources under categories State Appropriate Projects and Non-Appropriated Projects.											
		College of Hospitality and Leadership Expansion	College of Hospitality	$2,175,393	CF	$2,175,393	$0	$1,610,744	$564,649	11/1/2021	6/30/2023	
		South East Chiller	Develop design, provide/install 2,300 ton chiller and cooling tower at SE Chiller Plant.	$4,268,550	CF	$4,268,550	$3,078,697	$678,552	$511,301	12/8/2020	6/30/2023	
		STG 1st Floor Remodel	STG Remodel	$4,500,000	CF	$4,500,000	$140,389	$4,359,611	$0	10/19/2021	6/30/2023	
		USF Health ALZ 4th Floor Renovation	Alzheimers Floor renovation	$2,132,654	CF	$2,132,654	$0	$2,132,654	$0	7/1/2022	6/30/2023	
		Various HVAC COVID Related Projects	Various Projects	$5,360,000	C&G CF Total:	$5,222,000 138,000 $5,360,000	$2,449,756	$2,910,244	$0	12/1/2021	4/1/2023	
	State Appropriated Projects [1]											
	This category includes all FCO projects utilizing funds originally appropriated as FCO funds by the State of Florida, notwithstanding criteria in Board regulation 14.001. These funds should never be included in the operating budget. Examples, PECO (including Sum-of-Digits) and CITF. Reference Board reg 14.003(12)(d). For the purpose herein, all projects $2 million or less can be consolidated into a single line item.											
		Consolidated Less than $2M	Consolidated	$8,062,967	CITF PECO Total:	4,134,391 3,928,576 $8,062,967	$2,298,216	$4,894,751	$870,000	N/A	N/A	
		College of Nursing Expansion	Nursing Expansion	$33,000,000	PECO	$33,000,000	$0	$15,000,000	$18,000,000	10/1/2022	9/30/2024	
		Health Student Resource	Resource Center	$2,794,414	CITF	$2,794,414	$0	$2,794,414	$0	11/13/2019	11/14/2023	
		Honors College	Dedicated building for Judy Genshaft Honors College including Multipurpose area, classrooms, workshops, seminar rooms, cafe and offices.	$55,615,467	Auxiliary CF Foundation PECO Total:	25,955 3,427,125 44,071,000 8,091,387 $55,615,467	$30,719,310	$24,896,157	$0	1/31/2019	5/1/2023	
		LIB Student Success/Life Enhancements	LIB Life Enhancements	$2,144,784	CITF	$2,144,784	$0	$2,144,784	$0	11/1/2022	12/1/2023	
		Sarasota-Manatee Housing and Student Center Project	Housing and Student Center	$46,500,000	Auxiliary CITF Total:	45,000,000 1,500,000 $46,500,000	$0	$14,000,000	$32,500,000	10/20/2021	10/20/2021	
		Sarasota-Manatee STEM Nursing Facility	STEM Nursing	$3,000,000	PECO	$3,000,000	$0	$500,000	$2,500,000	2/1/2023	12/31/2026	
		Section 197-Deferred Capital $72M Funds Inbound	Section 197-Deferred Capital	$66,887,038	State Deferred Maintenance	$66,887,038	$0	$41,378,878	$25,508,160	8/1/2022	6/30/2023	Excludes $5,900,000 which is found in Central Plant Upgrade
		St. Petersburg Co-Curricular & Wellness Facilities (formerly Heller Hall)	Co Circular & Wellness	$2,055,429	CITF	$2,055,429	$0	$2,055,429	$0	11/18/2020	12/31/2023	

Project	Description	Total	Funding Source					Start	End	Notes
USF Student Success/ Life Enhancement	USF Life Enhancement	$6,319,520	CITF	$6,319,520	$0	$0	$6,319,520	9/3/2022	9/1/2026	
Wellness Center Complex	Construct new clinical space for student health, offices, and multipurpose room.	$27,402,449	CITF	$27,402,449	$7,976,008	$19,426,441	$0	4/29/2019	3/31/2023	

Non-Appropriated Projects [1]

This category includes all university FCO projects that have not directly or indirectly used funds appropriated by the State. Examples include private Foundation, athletic revenues, federal grants, housing/parking revenue bonds, etc. Reference Board reg 14.003(12)(e). For the purpose herein, all projects $2 million or less can be consolidated into a single line item.

Project	Description	Total	Funding Source					Start	End	Notes
Consolidated Less than $2M	Consolidated	$71,508,876	Auxiliary 28,368,878 / C&G 4,025,546 / DSO 39,089,003 / PECO 25,449 / Total: $71,508,876	6,378,484 / 469,926 / 12,276,319 / 0 / $19,124,728	19,277,247 / 2,906,706 / 13,949,725 / 25,449 / $36,159,127	$16,225,021		N/A	N/A	DSO = DSO + Foundation
Athletics Hall of Fame	Provide interior and exterior renovation to the Athletics building to highlight the history and success of USF athletics.	$3,200,000	Foundation	$3,200,000	$0	$0	$3,200,000	1/1/2022	12/31/2023	
Athletics Indoor Performance Facility (AIF)	Approx. 88,660 GSF enclosed athletic practice field, w/ lobby and video edit suite.	$22,655,000	Foundation 20,433,099 / Auxiliary 2,221,901 / Total: $22,655,000	$8,619,270	$12,949,377	$1,086,353		11/14/2019	12/31/2023	
Central Plant Upgrade	ESCO Energy savings	$25,686,276	State Deferred 5,900,000 / Guaranteed Energy 19,786,276 / Total: $25,686,276		$21,936,276	$3,750,000		12/1/2021	6/30/2023	Includes $5,900,000 in Section 197-Deferred Capital Funds
Greek Village HVAC	Provide dedicated outside air HVAC units, associated ductwork, monitoring controls, and improved insulation at all seven Greek Village duplexes.	$3,934,549	Auxiliary	$3,934,549	$203,737	$3,730,812	$0	5/6/2021	12/1/2022	
JPH Chiller Replacement	In-kind replacement at Juniper Poplar Hall of two, 400-ton air cooled chillers, pumps and Variable Frequency Drives	$3,022,193	Auxiliary	$3,022,193	$109,503	$1,905,296	$1,007,394	5/1/2022	8/1/2025	
Magnolia Make Up Air	Install outside air HVAC units for seven Magnolia apartment buildings.	$2,752,543	Auxiliary	$2,752,543	$84,118	$2,668,425	$0	11/1/2021	12/31/2022	
USF Health ALZ 2nd Floor Renovation	Convert non-clinical space on the 2nd floor of ALZ to revenue generating clinical space.	$2,230,175	DSO	$2,230,175	$0	$2,230,175	$0	7/1/2022	6/30/2023	
Health MDD 6 & 7 Core Labs, 8th Full Buildout	MDD 6 7, 8 labs and core buildout	$14,600,000	DSO	$14,600,000	$0	$7,300,000	$7,300,000	1/13/2022	3/31/2024	
Vivarium Expansion Sterilization Grant Appliaction	Vivarium	$8,000,000	Contracts & Grants	$8,000,000	$0	$8,000,000	$0	10/1/2022	10/1/2024	
Taneja College of Pharmacy	USF Health Taneja College of Pharmacy (TCOP) relocation from the Tampa Campus to the Morsani College of Medicine and Heart Institute building in downtown Tampa.	$13,422,000	Auxiliary 2,500,000 / Foundation 10,922,000 / Total: $13,422,000	$441,812	$12,980,188	$0		2/27/2020	12/31/2025	
Tennis Court Renovation	Athletics tennis courts	$3,000,000	Foundation	$3,000,000	$0	$0	$3,000,000	6/1/2024	12/31/2025	
Replace Track and Field Press Box	Athletics Press Box	$2,500,000	Foundation	$2,500,000	$0	$0	$2,500,000	9/1/2022	12/31/2023	
Tampa Campus Student Residences IT Network Upgrades	IT upgrades for student residences	$2,000,000	Auxiliary	$2,000,000	$0	$1,000,000	$1,000,000	1/8/2023	8/1/2023	
Tampa Residence Halls Roofing	Housing Holly, Maple, Magnolia Roof	$2,500,000	Auxiliary	$2,500,000	$0	$1,250,000	$1,250,000	5/8/2023	8/1/2023	
Cypress C&D Apartment Renovation	Housing Cypress apartments	$2,800,000	Auxiliary	$2,800,000	$0	$1,400,000	$1,400,000	5/8/2023	8/1/2023	
Cypress A-D enclose exterior stairwells	Housing Cypress stairwells	$2,730,000	Auxiliary	$2,730,000	$0	$1,365,000	$1,365,000	5/8/2023	8/1/2023	
Cypress A-B Bathroom Renovation	Housing Cypress Bathroom	$4,752,534	Auxiliary	$4,752,534	$84,118	$3,668,425	$999,991	5/8/2023	8/1/2023	
Research Park Tenant Improvement	Tenant Improvement	$3,600,000	Auxiliary	$3,600,000	$0	$3,600,000	$0	7/1/2022	6/30/2023	
TOTALS:		**$502,509,585**		**$502,509,585**	**$84,225,341**	**$287,426,855**	**$130,857,389**			

Notes:

1) Pursuant to s. 1031.61, F.S., as well as "Board" as defined in s. 1013.01, F.S., the FCO Budget does not apply to those projects acquired, constructed, and owned by a Direct Support Organization or under a Public Private Partnership.

2) The Fixed Capital Outlay Budget may be amended, subject to the requirements described in Regulation 14.003(4).

Revised 11/4/21

Agenda Item: FL 116

USF Board of Trustees
September 6, 2022

Issue: President's 2022-2023 Goals

_____

Proposed action: Approval of President's 2022-2023 Goals
_____

Executive Summary:

Per the President's contract: On or before August 15th of each contract year, the President shall provide the Board Chair with a list of proposed goals and objectives. Once approved by the Board Chair the proposed list of goals and objectives shall be submitted by the President to the Governance Committee of the Board of Trustees for consideration. Following consideration by the Governance Committee, the proposed goals and objectives shall be presented for review and approval by the Board.

Financial Impact:

_____

Strategic Goal(s) Item Supports: Goals 1-5
BOT Committee Review Date: Governance Committee, August 23, 2022
Supporting Documentation Online (*please circle*):   Yes   No
Prepared by: Paige Geers, Chief of Staff

Presidential Goals 2022-2023

1) **Academic Excellence & Student Success:** Bolster academic excellence and student success outcomes by focusing on establishing initiatives that prepare graduates to compete in a 21st-century workforce and driving meaningful engagement and alignment with business and industry; maintaining momentum on Performance-Based Funding and Preeminence metrics and USF's trajectory to Top 25 USNWR; and ensuring a campus environment that is diverse and inclusive, while fostering a sense of belonging and supporting freedom of expression.
   a. Meet or exceed the non-normalized score (87 out of 100 points) USF earned in the 2022 PBF assessment.
   b. Meet or exceed all Preeminence metrics.
   c. Implement strategies towards achieving USNWR Top 25 including a focus on class size reductions and increasing the six-year graduation rate, the peer assessment score, and the average spend per student.
   d. Implement best practices and strategies related to freedom of expression including a new civil discourse orientation module.

2) **Great Place to Work:** Further USF's commitment as a great place to work through attracting, retaining, and developing high-quality, diverse faculty and staff, and improved administrative infrastructure and systems that drive operational efficiency, transparency, and inclusivity.
   1. Begin year one of Oracle implementation to stabilize the infrastructure around talent planning; streamline processes and build efficiencies for predictive workforce planning; and proactive and predictive to promote diversity, equity, and inclusion best practices.
   2. Launch and promote an Employee Success Center to ensure employee growth and retention.
   3. Increase employer brand through global recognition of workplace environment.
   4. Complete leadership searches for the Provost and the Vice President for Diversity, Equity, and Inclusion.

3) **In Pursuit of Excellence:** Elevate and promote USF's pursuit of excellence by advancing the university's regional, statewide, and national reputation through efforts in planning for an on-campus stadium; brand positioning and marketing; engagement with community, alumni, legislative stakeholders, and business and industry; planning and development of new facilities and strategic initiatives on branch campuses and USF Health; and continued implementation of USF's 2022-2027 Strategic Plan.
   a. Continue to monitor the effective implementation of the University's Strategic Plan.
   b. Empower university leaders to meet their strategic goals.
   c. Continue to assess feasibility of on-campus Stadium.
   d. Enhance USF's national reputation by completing a brand research project to develop positioning and messaging to support future marketing and communications.
   e. Increase engagement with the Tampa Bay community through targeted outreach, especially to highlight USF's efforts around diversity and inclusion.

    f.   Complete the due diligence and begin the design phase on the College of Nursing expansion and the Sarasota-Manatee campus Nursing Stem Building.

    g.   Obtain approval from the Board of Governors to construct the USF Sarasota-Manatee campus Housing and Student Center Project.

    h.   Launch President's Global Leadership Council to activate high achieving global USF alumni to engage with USF around issues and activities of international significance.

4) **Research**: Evaluate the needs/gaps of the Office of Research to better meet the changing university landscape.

    a.   Meet or exceed USF's rankings in the top 10% for total research expenditures.

    b.   Drive new proposals by faculty and optimize funding levels to increase active research awards.

    c.   Assess decentralized vs. centralized research models.

5) **Budget Model**: Implementation of the university's new budget model to ensure a strong, sustainable, and adaptable financial base by identifying, carrying out, and maintaining best practices of judicious resource management.

    a.   Finalize the new funds flow model, including developing the 5-year financial plan that aligns with the university's strategic plan.

    b.   Identify internal efficiencies to address cost containment to invest in strategic growth areas.

6) **Legislative Support, Fundraising & Commercialization**: Maximize external revenue streams through fundraising/philanthropic targets, research, and other auxiliaries.

    a.   Continue strong community and legislative relations to bolster awareness of the unique and personalized strengths across each campus to increase advocacy and secure additional recurring state investments.

    b.   Raise $125 million or more in total gifts and commitments.

    c.   Diversify, commercialize, and monetize USF intellectual property by expanding beyond patents to data licensing, trademarks, copyrights, and actively engaging consultants to identify suitability for licensing and any infringements.

Agenda item: FL 117

USF Board of Trustees
September 6, 2022

Issue: Provost Emeritus

_____

Proposed Action: Approval of Provost Emeritus Title for Dr. Ralph C. Wilcox

_____

Background information:

On August 6, 2022, Dr. Wilcox stepped down as provost and executive vice president to return to teaching. Dr. Wilcox has called the University of South Florida his professional home for nearly two decades and served as provost for 15 years at an unrelenting pace, continuously pushing USF toward higher levels of excellence.

A few of the accomplishments that occurred during his tenure include:

- Increased the academic profile of incoming freshmen – from 3.86/1188 in fall 2011 to 4.18/1297 in fall 2021 – with the number of National Merit Scholars climbing to an all-time high of 62 in 2021;
- Significantly improved the freshman retention rate – from 85% in 2010-11 to 90% in 2020-21;
- Increased the four-year FTIC graduation rate – from 36% for the 2007-11 cohort to 62% for the 2017-21 cohort;
- Improved the six-year FTIC graduation rate – from 52% for the 2005-2011 cohort to 74% for the 2015-21 cohort;
- Improved the Florida College System AA transfer student two-year graduation rate – from 34% for the 2008-10 cohort to 48% for the 2018-20 cohort;
- Increased graduate degrees awarded annually – from 3,013 in AY 2010-11 to an all-time high of 4,271 in AY 2020-21;
- Decreased average cost (of tuition, fees and books minus financial aid) for completion of a four-year degree from $14,490 in AY 2013-14 to $1,810 in AY 2019-20 – even as the undergraduate in-state full-time tuition has not changed from $6,410 over the past nine years, and graduate in-state full-time tuition has not changed from $10,428 over the past nine years;
- Led the state in percentage of undergraduate and graduate degrees awarded in state-defined "areas of strategic emphasis" – preparing a pipeline of talented graduates for employment in high-demand, high-skilled and high-paying jobs in Florida's economy;

- And increased the number of USF students winning competitive national scholarships – from three in AY 2010-11 to 55 in AY 2020-21.
- Instrumental in USF's designation as a Florida Emerging Preeminent Research University in 2016 and, two years later, USF's designation as the third – and only metropolitan – Preeminent Research University.

With Board approval, Dr. Wilcox will carry the title Provost Emeritus for life.

_____

Prepared by: Paige Geers, Chief of Staff

Agenda Item: VI.a.

USF Board of Trustees
September 6, 2022

Issue: Board of Trustees Self Evaluation

_____

Executive Summary:

Section 4 of the Southern Association of Colleges and Schools Commission on Colleges 2018 Principles of Accreditation requires governing boards to define and regularly evaluate their responsibilities and expectations as a Board. The Board's responsibilities are defined in Article IX, Section 7 of the Florida Constitution, the Board's Operating Procedures, Board regulations, and state law.

The biennial Board of Trustees' Self-Evaluation survey was administered electronically in July. The survey results are posted in Diligent for discussion.

_____

Strategic Goal(s) Item Supports:
Supporting Documentation Online: <mark>Yes</mark>   No
Prepared By: Kiara Guzzo, Associate Director Board Operations

UNIVERSITY of SOUTH FLORIDA

2021-2022 Board of Trustees Self-Evaluation Report

Survey Overview:

As part of best practices for governance boards, the USF Board of Trustees will "periodically assess the performance of the Board, its committees, and its members." Every even year, each Trustee will receive and complete an electronic survey to evaluate the Board's performance and its members understanding of their responsibilities and expectations. The survey results will be reviewed by the Governance Committee at their next meeting immediately following survey distribution. The Chair of the Governance Committee will present the survey results to the Board at its next meeting.

Survey Respondents:

The following report is an analysis of the self-evaluation results. For this analysis "N/A" was excluded. Twelve members were emailed the self-evaluation and twelve responded, resulting in a **100%** response rate. Please note that not every respondent responded to all of the questions.

1

Q1 - Please rate your level of agreement on the following questions:

12 Responses

Field	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Board member responsibilities are clear.	50%	50%	0%	0%	0%
The Board is knowledgeable about state and regional higher education needs.	33%	58%	8%	0%	0%
The Board has protocols for responding to citizens and the media.	75%	25%	0%	0%	0%
The Board is knowledgeable about the mission, vision and strategic priorities of USF.	83%	17%	0%	0%	0%
The Board's meeting agenda clearly reflects USF's mission, vision and strategic priorities.	50%	50%	0%	0%	0%
The Board ensures that its mission and goals are sufficiently responsive to current and future USF community higher education and workforce needs.	67%	33%	0%	0%	0%
Board members make decisions after thorough discussion and exploration of many perspectives.	50%	33%	8%	8%	0%
The Board is familiar with the USF's Accountability Plan.	50%	50%	0%	0%	0%
The Board understands the fiscal conditions of USF.	42%	50%	8%	0%	0%
The Board adheres to a code of ethics.	83%	8%	8%	0%	0%
Board members avoid conflicts of interest and the perception of conflicts of interests.	83%	8%	8%	0%	0%
The Board advocates USF interests to state agencies and legislators.	67%	33%	0%	0%	0%
The Board promotes an environment where Board members feel engaged, respected, and empowered to raise issues for discussion.	67%	25%	0%	8%	0%

2

Q2 - What would you like to see the Board accomplish in the next two years?

12 Responses

What would you like to see the Board accomplish in the next two years?

Setting a clear path to distinction for USF in the area of Sustainability. Breaking ground on the stadium. Examining ways to manifest USF research into real world technologies and businesses

Diversify the membership of the board. The business executives who make up almost all of the board membership provide enormously valuable perspective and expertise for the board. But having other, additional perspectives would be very valuable as well.

Continue to provide strong Governance for the President and her management team of the University. Also, to make sure we are staying aligned with our strategic plan.

one thing I would like the board to accomplish in the next two years is the issue with the salaries of the staff of USF as most of their yearly salaries are below the poverty line of hillsbourough county. while USF is receiving Preemience from the state for our performance the people who helped the university to achieve this status are struggling with the rising inflation of Tampa Bay.

Replace Dean of Business college, Provost, VP of Research with talented, supremely qualified individuals. Maintain or meet all performance targets to include Preeminence. Improve financial budgeting and controls

Achieve its goals on all metrics, but have enough flexibility to adjust for rapid external changes and recognize internal trends, headwinds and opportunities as well.

A long-term financial plan aligned with the strategic plan

Continue to focus on the needs of the students and the business community

Continue to improve our facilities at all three campuses and ensure that we create a good foundation with Rhea's leadership so whomever succeeds her is placed in good position to continue the success.

Continue to execute strategic plan/vision

Maintain the accountability plan and exceed expectations.

Moving closer towards Top 25 and be underway with the construction of the on campus stadium.

3

Q3 - What do you think the Board does well?

12 Responses

What do you think the Board does well?

The board consists of visible, engaged, and knowledgeable community leaders who will speak up on behalf of the university to facilitate change and garner the support of external stakeholders

The current board seems to have a very good relationship with the USF administration. They seem to work well together.

A good team-oriented group. Thinks big picture on what is best for the university. The board asks the right questions and holds management accountable.

The current structure(Communication, Board meetings, and Facilitations)of the BOT is effective and with this, I can see the board accomplishing the Strategic plan of USF quicker than anticipated.

Good presentations from staff and faculty, good discussions on decisions. Good legal controls. Good camaraderie

Genuine interest and commitment to the university.

I think the Board has an effective committee structure which allows the full Board to use a Consent Agenda to quickly attend to items addressed by committees and spend time on those items requiring full board engagement. The board also does a good job of always keeping students at the forefront of discussions.

Engage every Board member in the push for an on-campus stadium

I think the Board listens well and respects the opinions of its members. I believe the committees do an excellent job of reviewing the detailed information presented and can be relied upon to properly vet various issues.

responsibly fosters the success of the university

Communicate and respect each other's opinions and differences.

We listen and are deeply committed to the Strategic Plan. We also have a high level of respect for the university stakeholders and each other.

4

Q4 - What change or action would most improve the Board's performance?

12 Responses

What change or action would most improve the Board's performance?

No significant suggestions at this time. Personally I hope to find more time through the year to meet with fellow trustees outside of the board meeting

Find a way to have more open, frank discussion of the issues before the board. The Sunshine Law presents a real challenge in this regard.

- continue to seek diversity of thought and ideas
- more active engagement on committees
- think collectively and strategically about how we can make USF a top 25 University
- continue to build strong relationships with our government partners in our community, Tallahassee and Washington DC

I have only attended one board meeting so far and from what I have observed board has been using an effective strategy to tackle the University affairs. I do not have any suggestions as of right now but I will definitely reach out if I observe any changes that can be made to improve the board's performance

Committee briefings and presentations can be more thorough

The board make-up has changed along with the major leadership changes. Long-time board members have stepped down and this is the opportunity for new emerging board leaders to step-up in more present ways either through heightened input/engagement in the business of USF (more than show-up to meetings), participation in public events to promote USF, engagement with students, donor relationships.

Nothing comes to mind

Continue to be conscious of the balance between the time board members spend between their corp responsibilities and the workload as a Board member

Would like to see a more detailed budget presentation to better understand the expense side of the university.

N/A

Continue to find ways for each Trustee to take ownership/leadership of an area(s) they are passionate about.

5

Agenda Item: VI.b.

USF Board of Trustees
September 6, 2022

Issue: Workforce Alignment

_____

Proposed action: None, informational

_____

Executive Summary:

The purpose of this presentation is to give the Board of Trustees and overview of the structure and operations of the USF Corporate and Foundation Engagement Office and the work this office is doing to enhance workforce alignment at USF.

_____

BOT Committee Review Date: n/a
Supporting Documentation Online (*please circle*):   <mark>Yes</mark>   No
Prepared by: Morgan Holmes, Executive Director

Corporate and Foundation Engagement

UNIVERSITY of
SOUTH FLORIDA

Our Team

UNIVERSITY of
SOUTH FLORIDA

Kelley Gibson
Senior Associate Vice
President of Development

Morgan Holmes
Executive Director

Andrew Farmer
Director of
Foundation Relations

Brenda Echevarria
Development Specialist

Kate Evans
Director of
Corporate Partnerships

Melissa Morin
Director of
Corporate Partnerships

Miranda Mattingly
Assistant Director
of Foundation Relations

Nate Nugent
Corporate Partnerships
Coordinator

Agenda Item: VI.c.

USF Board of Trustees
September 6, 2022

Issue: 2022-2023 Education & General (E&G) Budget Allocations

_____

Proposed action: Informational to share output of new budget process.

_____

Executive Summary:

In 2021, the President was tasked with creating a new value driven university-wide budget allocation model and to develop strategies to maximize the University's financial resources and opportunities.

The finalization and communication of the FY'23 E&G budget allocations, adjusted for the new resources received in the FY'22 legislative session, is the first deliverable.

Financial Impact:

The thoughtful allocation of education and general funds will contribute towards the University's strategic initiatives as well as provide funds for support units at appropriate levels.

_____

Strategic Goal(s) Item Supports:
BOT Committee Review Date:
Supporting Documentation Online (*please circle*):   Yes   No
Prepared by: Jennifer Condon

Agenda Item: VI.d.

USF Board of Trustees
September 6, 2022

Issue: Reaffirmation & SB 7044 Updates

_____

Proposed action: Information Item

_____

Executive Summary: Accreditation is a process of external review used by the higher education community to assure quality and promote ongoing improvement. Accrediting agencies are private, non-profit organizations whose members are their colleges and universities. Accreditation relies on a rigorous peer-review process to define and evaluate whether universities meet high standards. Florida's public universities are accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

USF has been accredited by SACSCOC since 1965. SACSCOC has a 10-year accreditation cycle and USF is beginning preparation for its next reaffirmation of accreditation in 2025. An update about the reaffirmation process will be presented.

In addition, an update will be provided on SB 7044 (Section 1008.47 FL Statutes) and the implications for USF's institutional accreditation.

Financial Impact:

_____

Strategic Goal(s) Item Supports: All strategic goals
BOT Committee Review Date: N/A
Supporting Documentation Online (*please circle*): (Yes)   No
Prepared by: Theresa Chisolm, Ph.D., Vice Provost, Strategic Planning, Performance & Accountability

Reaffirmation & SB 7044 Updates

BOARD OF TRUSTEES | SEPTEMBER 6, 2022

Christopher C. Combie, Ph.D.

University Accreditation Liaison & Director,

Office of Decision Support – Institutional Effectiveness

UNIVERSITY of **SOUTH FLORIDA**

Reaffirmation Update

UNIVERSITY of **SOUTH FLORIDA**

Why is accreditation important to USF?

1. Required for federal funding

   • Student Financial Aid ($262 M *AY 2020-21*)

   • Federal Contracts and Grants ($220 M *FY 21*)

2. State requirements (i.e., licensure)

3. Required for program/discipline-specific accreditation

4. Commitment to higher education

5. Desire to improve quality

3

What Does Reaffirmation Entail?

- USF has three deliverables:

  - Compliance Certification Report (CCR) of 74 standards
    - 150 plus pages of narrative
    - 800 plus pages of evidence

  - Quality Enhancement Plan (QEP)
    - Derived from institutional planning and evaluation processes
    - Has broad-based support of institutional constituencies
    - Focuses on improving specific student learning outcomes and/or student success
    - Has committed financial and human resources to ensure a high success rate
    - Includes a plan to assess the level of that success

  - Institutional Summary Form and Substantive Change history
    - Current educational programs and certificates, list of degrees offered
    - Domestic and international Off-campus instructional sites/branch campuses
    - Distance learning
    - Current programmatic (specialized) accreditors

4

What Does Reaffirmation Entail?

AREAS RECEIVING SCRUTINY

- Institutional Mission
- Institutional Planning & Effectiveness
- Student Achievement
- Governance & Administration
- Educational Programs & Policies
- UG, GR, & Professional Programs
- Faculty
- Academic & Student Support Services
- Financial & Physical Resources
- Distance Learning
- Transparency & Institutional Representation

BOARD INVOLVEMENT

Examples of USF BOT actions supporting reaffirmation of accreditation:

- Institutional Mission
- President's Evaluation
- Accountability Plan
- Approval & Termination of Academic Programs
- Board Self-evaluation
- Student Conduct Code
- Ethics and Conflict of Interest Policies
- University Strategic Plan
- Operating & Capital Budgets
- Direct Support Organization Bylaws and Budgets
- Campus Master Plan
- Bond Approvals

Interviews:

- Trustees interview with the On-site Committee (Spring 2025)

5

Reaffirmation Timeline

2022

2023

2024

2025

Summer 2022
Establish SARSC
(SACSCOC Accreditation
Reaffirmation Steering
Committee)

Fall 2022
Finalize Quality
Enhancement Plan
(QEP) topic

December 2022
SARSC members
attend SACSCOC
Orientation in Atlanta

January 2023 – May 2024
Compile Compliance
Certification Report (CCR)

June 2024
Internal/external review
of CCR, QEP, and
other deliverables

Fall 2024
Plan on-site visit/
SACSCOC off-site
committee reviews

December 2025
Reaffirmation by
SACSCOC

Sept. 9, 2024
Submit CCR, QEP,
and other deliverables
to SACSCOC

Spring 2025
SACSCOC on-site visit
& QEP presentation

6

SB 7044
(Section 1008.47, FL Statutes) Update

UNIVERSITY of **SOUTH FLORIDA**

SB 7044 (Section 1008.47, FL Statutes)

1. Requires the BOG to identify a list of appropriate accreditors for the SUS by September 1st, 2022

2. State universities to change accreditors in the year following a university's SACSCOC triggering event from the BOG list

3. Provides a cause of action for an institution impacted by retaliatory action by the accreditor, including liquidated damages

4. Legal requirement to switch accreditors will sunset in 2032

- BOG convened on August 26th and approved a list of five institutional accreditors
- Overwhelming SUS support for the Higher Learning Commission (HLC)

8

Institutional Accreditors
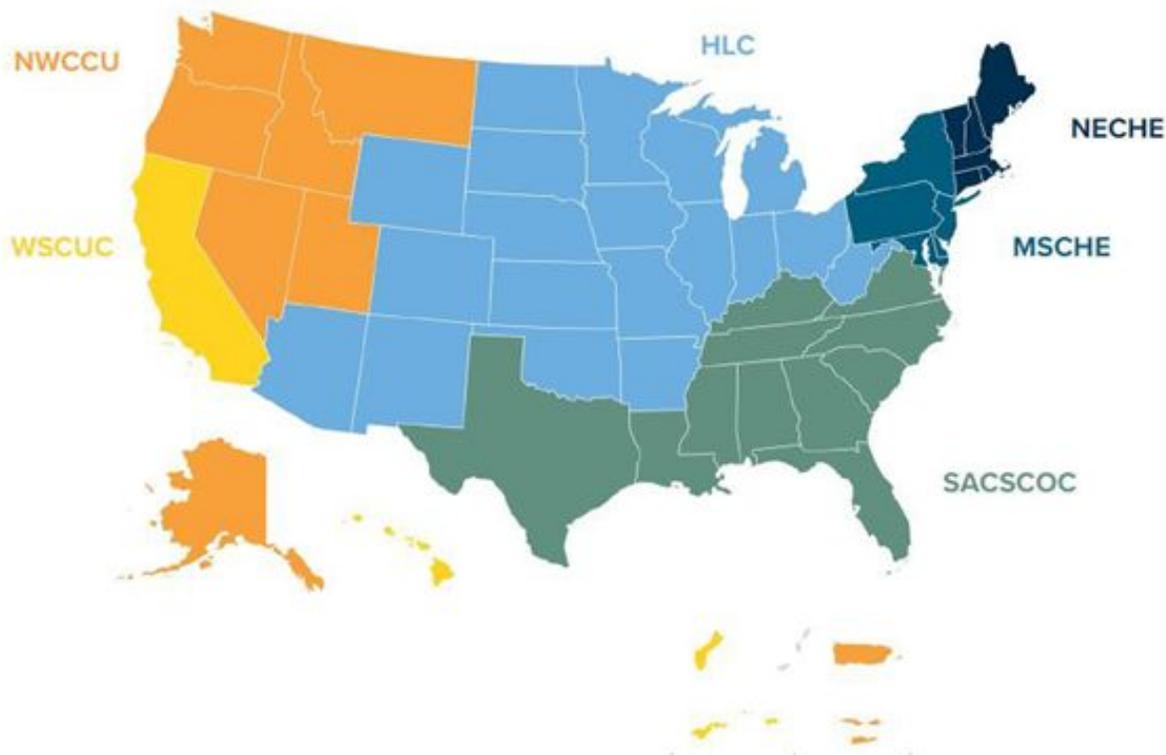
1. Higher Learning Commission (HLC)

2. Middle States Commission on Higher Education (MSCHE)

3. New England Commission of Higher Education (NECHE)

4. Northwest Commission on Colleges & Universities (NWCCU)

5. Southern Association of Colleges & Schools Commission on Colleges (SACSCOC)

6. Western Association of Schools & Colleges Accrediting Commission for Senior Colleges & Universities (WSCUC or WASC)

9

Questions