



USF Board of Trustees

September 27, 2017

A G E N D A

I. Call to Order and Comments

Chair Brian Lamb

II. New Business – Action Items (Consent)

a. Consent Agenda (FL 101 – FL 103)

Chair Brian Lamb

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

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

Academic and Campus Environment Committee Approved Items

FL 101 – Approval of the USF System 2016 SUS Equity Report

FL 102 – Approval of the 2016-2017 Annual FIO Report by Host Institution

FL 103 – Approval of the 2016-2017 Textbook Affordability Report

III. Adjournment

Chair Brian Lamb

Agenda Item: FL 102

USF Board of Trustees
September 7, 2017

Issue: Approval of the University of South Florida's 2016 Florida Equity Report Annual Update

Proposed action: Approve the University of South Florida's 2016 Florida Equity Report Annual Update for submission to the Board of Governors

Executive Summary:

Commencing in 2006, the Board of Governors was assigned responsibility for compliance oversight of the Florida Educational Equity Act (FEEA), Section 1000.05, Florida Statutes, the Employment Equity Act, the Gender Equity in Athletics Act and other state and federal legislation relating to equity in education. The BOG was also assigned responsibility for the promotion and coordination of information and reporting on key access programs designed to prepare students for postsecondary education.

The Florida Educational Equity Act (FEEA), Section 1000.05, Florida Statutes, and other state and federal legislation, mandate that students and employees should not be discriminated against on the basis of race, ethnicity, national origin, gender, disability or marital status. The annual Educational Equity Update is a reporting tool that enables the BOG to monitor and ensure that provisions of the laws are adhered to, and that educational resources are equitably distributed.

Previous state university equity reporting has included separate Title IX Reports, Gender Equity Reports, University Employment Accountability Plans (EAP), and the Educational Equity Act Plan. Under the BOG, university equity in education reporting will comprise requirements of the FEEA, EAP, and Gender Equity in Athletics.

Financial Impact: No immediate impact, however, penalties for non-compliance could be significant.

Strategic Goal(s) Item Supports: USF Tampa & USFSM Goal 1: Student Success: USFSP
Goal 2: Student Success & Culture

BOT Committee Review Date: ACE August 17, 2017

Supporting Documentation Online (please circle):

Yes

No

[Report](#)

[Presentation](#)

USF System or Institution specific: USF System

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Florida Equity Report 2016-2017

University of South Florida System

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Florida Equity Report:
Enrollment, Sex Equity in Athletics, and Employment
Report Year: 2017

University of South Florida

Data Year: July – June, 2015 - 2016

Approved by:

Chair, USF Board of Trustees (or designee)

Approved by:

Dr. Judy Genshaft, USF System President

Submitted by:

Dr. Jose E. Hernandez, USF Chief Diversity Officer

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2016 Florida Equity Report • University of South Florida
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Part I. Executive Summary and/or Description of Plan Development

Part I. Executive Summary

Introduction

The Annual Florida Equity Report is required under Florida statutes as follows: The Florida Educational Equity Act (Section 1000.05 F.S.) and the Florida Board of Governors Regulation 2.003 Equity and Access. The University of South Florida System (USF System), which is comprised of three institutions: USF Tampa (USF), USF St. Petersburg (USFSP), and USF Sarasota-Manatee (USFSM), report provides an analysis for key areas as indicated below. The report 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.

A. Description of Plan Development

The USF Office of Diversity, Inclusion and Equal Opportunity (DIEO) coordinated and compiled the Florida Equity Report with several University System departments associated with each section of the report. These individuals are listed on Appendix A. Data provided by the Board of Governors was reviewed by the Office of Decision Support, hiring data from the Office of the Provost, student services data from various Student Affairs and Student Success offices, Athletics, USFSP and USFSM. Prior to submission, the data was reviewed by the Executive Committee for data integrity, the Academic and Campus Environment Committee of the Board of Trustees and finally the President and the Board of Trustees of the USF System.

B. Summary of Institutional Progress

Policies and Procedures in Support of Equity (Part II)

USF System policies for Non-Discrimination and Title IX are included in this document.

Academic Programs (Part III)

USF System First Time in College (FTIC) enrollment of underrepresented students continued to be significant at 40.7%, and female enrollment remains at 58.8%. USF System transfer enrollment of underrepresented students also remained at 39.4%, female transfers at 57.2%. The USF System has consistently enrolled 41.2% Pell Grant eligible students, which indicates USF's commitment to economically disadvantaged students. This trend has been sustained in the past five years. Additionally, the USF System has substantially increased the number of bachelor degrees awarded to Black, Asian, Two or more races, and Hispanic students. The six year graduation rate for all students maintains steady at 66.5%. 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. The USF System recognized the gender gap in male graduation rates across the three institutions and is strengthening academic advising to improve male student attainment. While there have been slight changes within the diversity of the student body, all three System institutions have strategic initiatives to continue outreach to underrepresented students and maintain a strong, diverse student body that remains in place.

Gender Equity (Part IV)

The USF System is compliant in all areas. USF Athletics announced the addition of a women's sport (rowing). Female participation had increased, which resulted in a decrease gap of 2.4% in proportionality.

Employment Presentation (Part V)

The total number of faculty system-wide increased by 33 positions in 2015. Of these, tenured faculty increased by 1.5% (N=12) from the previous year, tenure track decreased by 0.6% (N=2) and non-tenured track increased by 4.3% (N=23). Of the total 33 new faculty positions, 57.6% were diverse faculty. As it related to gender, 16 new faculty members were females representing 48.5% of the new faculty positions in 2015.

Areas of Improvement and Achievement (Part VI)

The USF System has maintained a significant number of enrolled diverse students. The level of successful outcomes in retention and graduation have increased for diverse students. The various Offices of Admissions continue to implement unique strategies within their communities that are generating additional positive outcomes with underrepresented students. In the area of employment USF continues to grow its diversity while continuing to invest in strategies to maintain and surpass its overall standing in the employment of females and minorities.

Protected Class Representation in the Tenure Process (Part VII)

Female faculty members in the USF System participated in the tenure-granting process and there appear to be no artificial barriers. Ninety percent of the faculty who applied for tenure were granted tenure.

Promotion and Tenure Committee Composition (PART VIII)

There has been a presence of female and underrepresented faculty in the tenure process and the USF System encourages diverse faculty participation in the Tenure Committee composition.

C. Budget Plan

The 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, Regulations, and Procedures

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

- A. Diversity and Equal Opportunity Policy, Policy 0-007 <http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-0-007.pdf>
- B. Sexual Misconduct/Sexual Harassment Policy, Policy 0-004 <http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-0-004.pdf>
- C. Disability and Accommodations Policy, Policy 0-108 <http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-0-108.pdf>
- D. Veteran Students' Services and Award of Academic Credit, Regulation 6.0025 <http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf6.0025.pdf>

The above referenced policies are disseminated through posting on the USF Website. Also, training for staff is conducted on these policies.

Part III. Academic Program Reviews

The Academic Program Reviews cover undergraduate, graduate, and first professional degree enrollment as required by Florida statute. Charts 1-8, and the corresponding narrative, addresses Section A, B, and C. For the purpose of this report racially/ethnically diverse students refer specifically to Black, American Indian/Alaskan Native, Asian, Hispanic, Native Hawaiian/Other Pacific Islander, and Two or more races. These data are obtained from the USF System Office of Decision Support through the Integrated Postsecondary Education Data System (IPEDS).

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

Table 1. First Time in College Enrollment

USF System										
Table 1a. First-Time-In-College Enrollment, Fall 2016, Fall 2015, and Fall 2011										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	TOTAL
Men	101	151	4	162	354	4	1043	81	44	1944
Women	95	247	2	195	570	3	1434	152	80	2778
Total FTIC Fall 2016	196	398	6	357	924	7	2477	233	124	4722
Category % of Total Fall 2016	4.2%	8.4%	0.1%	7.6%	19.6%	0.1%	52.5%	4.9%	2.6%	100.0%
Total FTIC Fall 2015	199	394	3	347	997	10	2524	215	64	4753
Category % of Total Fall 2015	4.2%	8.3%	0.1%	7.3%	21.0%	0.2%	53.1%	4.5%	1.3%	100.0%
Total FTIC Fall 2011	65	388	11	253	762	9	2211	162	25	3886
Category % of Total Fall 2011	1.7%	10.0%	0.3%	6.5%	19.6%	0.2%	56.9%	4.2%	0.6%	100.0%
Percentage Change in number from Fall 2011 to Fall 2016	201.5%	2.6%	-45.5%	41.1%	21.3%	-22.2%	12.0%	43.8%	396.0%	21.5%
Difference in Percentage from Fall 2011 to Fall 2016	2.5%	-1.6%	-0.2%	1.0%	0.0%	-0.1%	-4.4%	0.8%	2.0%	
<i>Source All Years: IPEDS FALL ENROLLMENT Part A, Fall enrollment by race/ethnicity and sex, Column 1 First time students</i>										

The USF System First Time in College (FTIC) Enrollment data included 58.8% female and 41.2% male for the 2016-2017 academic year.

As indicated in Table 1a., the composition of racially and ethnically diverse students for the USF System student continued to be significant at 40.7%. This is a slight decrease from the previous year. The 41.4% is comprised of students from various race/ethnic backgrounds including: Black, American Indian/Alaskan Native, Asian, Hispanic, Native Hawaiian/Other Pacific Islander, and Two or more races. White students represented 52.5%, Non-Resident Alien (International) Students represented 4.2%, and students identifying as Unknown represented 2.6% of the USF System student body during the Fall 2016 enrollment.

While the FTIC Enrollment data indicates moderate changes from 2011 to 2016, the 2015 data indicates minor changes if any throughout all racial categories.

A specific presentation of these data for each institution is included below.

USF										
Table 1b. First-Time-In-College Enrollment, Fall 2016, Fall 2015, and Fall 2011										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	TOTAL
Men	100	133	2	156	310	4	892	70	41	1708
Women	92	213	0	181	470	2	1154	124	66	2302
Total FTIC Fall 2016	192	346	2	337	780	6	2046	194	107	4010
Category % of Total Fall 2016	4.8%	8.6%	0.0%	8.4%	19.5%	0.1%	51.0%	4.8%	2.7%	100.0%
Total FTIC Fall 2015	197	344	2	326	856	8	2122	177	53	4085
Category % of Total Fall 2015	4.8%	8.4%	0.0%	8.0%	21.0%	0.2%	51.9%	4.3%	1.3%	100.0%
Total FTIC Fall 2011	64	345	9	230	654	9	1881	138	24	3354
Category % of Total Fall 2011	1.9%	10.3%	0.3%	6.9%	19.5%	0.3%	56.1%	4.1%	0.7%	100.0%
Percentage Change in number from Fall 2011 to Fall 2016	200.0%	0.3%	-77.8%	46.5%	19.3%	-33.3%	8.8%	40.6%	345.8%	19.6%
Difference in Percentage from Fall 2011 to Fall 2016	2.9%	-1.7%	-0.2%	1.5%	0.0%	-0.1%	-5.1%	0.7%	2.0%	
<i>Source All Years: IPEDS Fall Enrollment Part A, Fall enrollment by race/ethnicity and sex, Column 1 First time students</i>										

New freshman minority student enrollment at USF totaled 1,665 and represented 41.4% of the entire freshman class in 2015-16. Hispanic freshmen (780) comprised 19.5% of the cohort, while Blacks (346) comprised 8.6%, Asians (337) 8.4%, students reporting two or more races (194) 4.8%, and Native Hawaiians (6) and American Indians (2) less than 1% each. The distribution of enrollment across all ethnic categories did not change substantially over the 2014 figures.

USF St. Petersburg										
Table 1c. First-Time-In-College Enrollment, Fall 2016, Fall 2015, and Fall 2011										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
Men	1	18	2	5	39	0	132	9	3	209
Women	2	32	1	12	94	1	227	27	11	407
Total FTIC Fall 2016	3	50	3	17	133	1	359	36	14	616
Category % of Total Fall 2016	0.5%	8.1%	0.5%	2.8%	21.6%	0.2%	58.3%	5.8%	2.3%	100.0%
Total FTIC Fall 2015	1	48	1	17	126	2	345	35	10	585
Category % of Total Fall 2015	0.2%	8.2%	0.2%	2.9%	21.5%	0.3%	59.0%	6.0%	1.7%	100.0%
Total FTIC Fall 2011	1	43	2	23	108	0	330	24	1	532
Category % of Total Fall 2011	0.2%	8.1%	0.4%	4.3%	20.3%	N/A	62.0%	4.5%	0.2%	100.0%
Percentage Change in number from Fall 2011 to Fall 2016	200.0 %	16.3%	50.0%	-26.1%	23.1%	N/A	8.8%	50.0%	1300.0 %	15.8%
Difference in Percentage from Fall 2011 to Fall 2016	0.3%	0.0%	0.1%	-1.6%	1.3%	N/A	-3.8%	1.3%	2.1%	
<i>Source All Years: IPEDS Fall Enrollment Part A, Fall enrollment by race/ethnicity and sex, Column 1 First time students</i>										

USF St. Petersburg's First Time in College (FTIC) Enrollment included 209 men (34%) and 407 women (66%) in Fall 2016. Overall the FTIC enrollment increased by 5.3% in keeping with USFSP's plans for growth.

As indicated in Table 1c, the racially and ethnically diverse composition of students for USF St. Petersburg continues to be significant with Black and Hispanic students representing 29.7% of the total incoming class. This was unchanged from the prior year indicating that growth in these populations tracked the overall enrollment growth.

Over the five year period 2011 to 2016, the headcount gains in enrollment for Hispanic students (23.1%) and black students (16.2%) outpaced institutional growth (15.8%).

USF Sarasota-Manatee										
Table 1d. First-Time-In-College Enrollment, Fall 2016, Fall 2015, and Fall 2011										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
Men	0	0	0	1	5	0	19	2	0	27
Women	1	2	1	2	6	0	53	1	3	69
Total FTIC Fall 2016	1	2	1	3	11	0	72	3	3	96
Category % of Total Fall 2016	1.0%	2.1%	1.0%	3.1%	11.5%	N/A	75.0%	3.1%	3.1%	100.0%
Total FTIC Fall 2015	1	2	0	4	15	0	57	3	1	83
Category % of Total Fall 2015	1.2%	2.4%	N/A	4.8%	18.1%	N/A	68.7%	3.6%	1.2%	100.0%
Total FTIC Fall 2011	0	0	0	0	0	0	0	0	0	0
Category % of Total Fall 2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Percentage Change in number from Fall 2011 to Fall 2016	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Difference in Percentage from Fall 2011 to Fall 2016	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<i>Source All Years: IPEDS Fall Enrollment Part A, Fall enrollment by race/ethnicity and sex, Column 1 First time students</i>										

Among full-time first time in college freshmen (FTIC) at USF Sarasota-Manatee in 2016, men comprised 28.1% of this population, reflecting a 15.3% decrease from 2015. With the exception of students in the Two or more ethnicities group, enrolling fewer males than females is consistent across ethnicity categories for 2016 with the exception of students in the Two or more ethnicities group.

Racial and ethnic diversity of the freshman class entering in 2016 decreased from 2015. The combined percentages of Black, Hispanic, Asian, American Indian/Alaskan Natives, Native Hawaiian/Other Pacific

Islander, and Two or more races population was 20.8% which was a decrease of 8.1% from the 28.9% in 2015. For 2016, White students increased by 6% to 75%. Hispanic freshmen had the largest representation of non-White students with 11.5% of the cohort.

Table 2. Florida State College System A.A. Transfers, Previous AY

USF System												
Table 2a. Fulltime Transfers, Fall 2016 (and Summer Continuing into Fall), Fall 2015, and Fall 2011												
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	FEMAL E	MALE	TOTAL
Total Fall 2016	119	336	9	155	610	5	1644	110	130	1785	1333	3118
Category % of Total Fall 2016	3.8%	10.8%	0.3%	5.0%	19.6%	0.2%	52.7%	3.5%	4.2%	57.2%	42.8%	100.0%
Total Fall 2015	120	345	8	107	608	9	1721	97	53	1745	1323	3068
Category % of Total Fall 2015	3.9%	11.2%	0.3%	3.5%	19.8%	0.3%	56.1%	3.2%	1.7%	56.9%	43.1%	100.0%
Total Fall 2011	78	354	7	94	486	10	1906	62	47	1770	1274	3044
Category % of Total Fall 2011	2.6%	11.6%	0.2%	3.1%	16.0%	0.3%	62.6%	2.0%	1.5%	58.1%	41.9%	100.0%
Percentage Change in number from Fall 2011 to Fall 2016	52.6%	-5.1%	28.6%	64.9%	25.5%	-50.0%	-13.7%	77.4%	176.6%	0.8%	4.6%	2.4%
Difference in Percentage from Fall 2011 to Fall 2016	1.3%	-0.9%	0.1%	1.9%	3.6%	-0.2%	-9.9%	1.5%	2.6%	-0.9%	0.9%	
<i>Source All Years: IPEDS FALL ENROLLMENT Part A, Fall enrollment by race/ethnicity and sex, Column 2 Transfer-in students</i>												

The USF System Florida Community College A.A. Transfers data included 57.2% female and 42.8% male for the 2016-2017 academic year. When compared to the previous academic year the numbers were consistent.

As indicated in Table 2a, the composition of racially and ethnically diverse students who transferred from community colleges to the USF System continues to be significant at 39.4%. This is a slight decrease from the previous year. The 39.4% is comprised of students from various race/ethnic backgrounds including:

Black, American Indian/Alaskan Native, Asian, Hispanic, Native Hawaiian/Other Pacific Islander, and Two or more races. White students represented 52.7%, Non Resident Alien (International) Students represented 3.8%, and students identifying as Unknown represented 4.2% of the USF System student body during the fall 2016 enrollment.

The Community College A.A. Transfers data indicates slight changes from 2011 to 2016 and minor changes, if any, throughout all racial categories.

USF												
Table 2b. Fulltime Transfers, Fall 2016 (and Summer Continuing into Fall), Fall 2015, and Fall 2011												
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	FEMALE	MALE	TOTAL
Total Fall 2016	110	295	9	142	528	4	1215	82	109	1397	1097	2494
Category % of Total Fall 2016	4.4%	11.8%	0.4%	5.7%	21.2%	0.2%	48.7%	3.3%	4.4%	56.0%	44.0%	100.0%
Total Fall 2015	111	294	7	90	521	9	1300	80	41	1377	1076	2453
Category % of Total Fall 2015	4.5%	12.0%	0.3%	3.7%	21.2%	0.4%	53.0%	3.3%	1.7%	56.1%	43.9%	100.0%
Total Fall 2011	72	314	6	81	415	9	1465	56	38	1398	1058	2456
Category % of Total Fall 2011	2.9%	12.8%	0.2%	3.3%	16.9%	0.4%	59.6%	2.3%	1.5%	56.9%	43.1%	100.0%
Percentage Change in number from Fall 2011 to Fall 2016	52.8%	-6.1%	50.0%	75.3%	27.2%	-55.6%	-17.1%	46.4%	186.8%	-0.1%	3.7%	1.5%
Difference in Percentage from Fall 2011 to Fall 2016	1.5%	-1.0%	0.1%	2.4%	4.3%	-0.2%	-10.9%	1.0%	2.8%	-0.9%	0.9%	
<i>Source All Years: IPEDS FALL ENROLLMENT Part A, Fall enrollment by race/ethnicity and sex, Column 2 Transfer-in students</i>												

New FCS transfer enrollments at USF from racially and ethnically diverse populations totaled 1,060 (42.5%) of the entire FCS transfer cohort in Summer/Fall 2016. The headcount is up by 59 from 2015, with an overall increase of 1.7%. The ratio of males and females was unchanged.

When comparing the number from racially and ethnically diverse populations from 2011 to 2016, there has been a headcount increase of 179 students, or 20.3%.

USF St. Petersburg												
Table 2c. Fulltime Transfers, Fall 2016 (and Summer Continuing into Fall), Fall 2015, and Fall 2011												
	NRA	B	AI/ AN	A	H	NH/ OPI	W	≥ TWO	UNK	FEMAL E	MALE	TOTAL
Total Fall 2016	8	32	0	6	57	0	268	18	16	251	154	405
Category % of Total Fall 2016	2.0%	7.9%	N/A	1.5%	14.1%	N/A	66.2%	4.4%	4.0%	62.0%	38.0%	100.0%
Total Fall 2015	5	34	0	12	57	0	239	11	9	230	137	367
Category % of Total Fall 2015	1.4%	9.3%	N/A	3.3%	15.5%	N/A	65.1%	3.0%	2.5%	62.7%	37.3%	100.0%
Total Fall 2011	3	27	0	11	45	1	274	5	5	230	141	371
Category % of Total Fall 2011	0.8%	7.3%	N/A	3.0%	12.1%	0.3%	73.9%	1.3%	1.3%	62.0%	38.0%	100.0%
Percentage Change in number from Fall 2011 to Fall 2016	166.7%	18.5%	N/A	-45.5%	26.7%	-100.0%	-2.2%	260.0%	220.0%	9.1%	9.2%	9.2%
Difference in Percentage from Fall 2011 to Fall 2016	1.2%	0.6%	N/A	-1.5%	1.9%	N/A	-7.7%	3.1%	2.6%	0.0%	0.0%	
Source All Years: IPEDS FALL ENROLLMENT Part A, Fall enrollment by race/ethnicity and sex, Column 2 Transfer-in students												

The USFSP Fall 2016 enrollment includes 405 full-time transfer students from Florida College System institutions, an increase of 10.4% from the 2015 incoming transfers. Transfer student enrollments included 251 women (62%) and 154 men (38%).

Table 2c reveals that the diverse composition of transfer students was little changed with Black and Hispanic students representing 22% of incoming transfers. Students reporting two or more races increased from 3% to 4.4%.

When considering the five-year headcount comparison from 2011 to 2016, strong gains in enrollment can be found for students self-reporting as Hispanic (26.7%) and black (18.5%) with growth for both groups exceeding the institutional increase of 9.2%.

USF Sarasota-Manatee												
Table 2d. Fulltime Transfers, Fall 2016 (and Summer Continuing into Fall), Fall 2015, and Fall 2011												
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	FEMALE	MALE	TOTAL
Total Fall 2016	1	9	0	7	25	1	161	10	5	137	82	219
Category % of Total Fall 2016	0.5%	4.1%	N/A	3.2%	11.4%	0.5%	73.5%	4.6%	2.3%	62.6%	37.4%	100.0%
Total Fall 2015	4	17	1	5	30	0	182	6	3	138	110	248
Category % of Total Fall 2015	1.6%	6.9%	0.4%	2.0%	12.1%	N/A	73.4%	2.4%	1.2%	55.6%	44.4%	100.0%
Total Fall 2011	3	13	1	2	26	0	167	1	4	142	75	217
Category % of Total Fall 2011	1.4%	6.0%	0.5%	0.9%	12.0%	N/A	77.0%	0.5%	1.8%	65.4%	34.6%	100.0%
Percentage Change in number from Fall 2011 to Fall 2016	-66.7%	-30.8%	-100.0%	250.0%	-3.8%	N/A	-3.6%	900.0%	25.0%	-3.5%	9.3%	0.9%
Difference in Percentage from Fall 2011 to Fall 2016	-0.9%	-1.9%	N/A	2.3%	-0.6%	N/A	-3.4%	4.1%	0.4%	-2.9%	2.9%	
Source All Years: IPEDS FALL ENROLLMENT Part A, Fall enrollment by race/ethnicity and sex, Column 2 Transfer-in students												

For Fall 2016 men represented 37.4% of the of the new transfer cohort, which was a 7% decrease from 2015 (44.4%). The male new A.A. transfer percentage is significantly higher than the 2016 male FTIC percentage (28.1 %).

New A.A. transfer ethnicities were comparable to the FTIC freshman cohort. Hispanic A.A. transfers represented the largest percentage (11.42%) outside of White students. New A.A. degree transfers from the Florida College System (FCS) to USF Sarasota-Manatee self-identified as Black, Hispanic, American Indian/Alaskan Native, Asian, Native Hawaiian/Other Pacific Islander or Two or more races, represented 23.8% of the Fall 2016 cohort, the same as 2015. USF Sarasota-Manatee enrolled 52 new A.A. degree transfers from these groups, which was a decrease of 7 students from 59 in 2015. The breakdown for 2016 included 9 Black transfers (4.1%), 7 Asian transfers (3.2%), 25 Hispanic transfers (11.4%), 10 Two or more races transfers (4.6%), and 1 Native Hawaiian/Other Pacific Islander (0.5%). Comparing the Fall 2016 cohort to the Fall 2011 cohort shows an increase of nine (9) students from non-white populations, a 4% increase from 2015.

Recruitment efforts continue to focus on maintaining strong relationships with local state and community colleges. USF Sarasota-Manatee has a regular admissions and advising presence on the campuses of State College of Florida Manatee-Sarasota (SCF). USF Sarasota-Manatee became a part of the FUSE Partnership with community/state colleges in October 2016. FUSE is an inter-institutional, guaranteed transfer process to facilitate seamless transitions from the A.A. programs at the community/state colleges to the bachelor's degree programs at USFSM. USF Sarasota-Manatee's FUSE program advisor, based daily at SCF, began meeting with students in Summer Session 2017. A new Bull Room at the SCF Bradenton campus will open in August 2017 with high visibility in the Student Center there.

Table 3. Retention of Full-time FTICs Entering Previous AY, After One Year

USF System												
Table 3a. Retention of Full-Time FTICs Entering Fall 2015, or Summer 2015 and Continuing into Fall, After One Year												
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Female	Male	Total
Cohort	206	398	3	348	1005	10	2535	215	66	2799	1987	4786
Category % of Total	4.3%	8.3%	0.1%	7.3%	21.0%	0.2%	53.0%	4.5%	1.4%	58.5%	41.5%	100.0%
After 1 year	187	364	2	338	880	8	2232	177	58	2505	1741	4246
Retention Rate	90.8%	91.5%	66.7%	97.1%	87.6%	80.0%	88.0%	82.3%	87.9%	89.5%	87.6%	88.7%
Source: USF System Office of Decision Support												

The overall retention rate for the USF System after one year was 88.7%. USF had a retention rate of 90%, which is on target with the retention goal. USFSP was 70.8% and USFSM had an overall retention rate of 85.1%.

The overall retention for the USF System for females was 89.5% and 87.6% for males, consistent with the previous year. Majority of underrepresented students were retained at a higher rate than the average with Blacks at 91.5%, Asians at 97.1%, and Non Resident Alien (International) at 90.8%. White, Hispanic, and Unknown were slightly below the average at 88%, 87.6%, and 87.9% respectively. Students identifying as American Indian/Alaskan were below the average at 66.7%.

The analyses of the three USF institutions are discussed in the following narratives for each institution.

USF												
Table 3b. Retention of Full-Time FTICs Entering Fall 2015, or Summer 2015 and Continuing into Fall, After One Year												
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Female	Male	Total
Cohort	204	349	2	327	862	8	2133	177	55	2375	1742	4117
Category % of Total	5.0%	8.5%	0.0%	7.9%	20.9%	0.2%	51.8%	4.3%	1.3%	57.7%	42.3%	100.0%
After 1 year at Same Institution	185	322	2	317	771	7	1901	148	48	2152	1549	3701
Retention Rate	90.7%	92.3%	100.0%	96.9%	89.4%	87.5%	89.1%	83.6%	87.3%	90.6%	88.9%	89.9%
After 1 year at USF System	185	322	2	317	771	7	1906	148	48	2155	1551	3706
Retention Rate	90.7%	92.3%	100.0%	96.9%	89.4%	87.5%	89.4%	83.6%	87.3%	90.7%	89.0%	90.0%

Source: USF System Office of Decision Support

For the 2016 FTIC cohort, female retention continues to lead male retention by 1.7%, a significant decrease over 2015 when the gender gap was 5.4%. USF implemented a number of initiatives in 2016-2017 including the establishment of a Status of Men Committee advisory to President Genshaft, the hiring of four Male Student Success advisors, and undertaking the John N. Gardner Institute's Retention Performance Management (RPM) project – all focused on the retention and success of male students.

The retention rates for Non Resident Aliens, Blacks, American Indian/Alaskan Natives, and Asians exceeded the overall retention rate, with Hispanic and White students slightly below.

USF St. Petersburg												
Table 3c. Retention of Full-Time FTICs Entering Fall 2015, or Summer 2015 and Continuing into Fall, After One Year												
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Female	Male	Total
Cohort	1	47	1	17	126	2	343	35	10	373	209	582
Category % of Total	0.2%	8.1%	0.2%	2.9%	21.6%	0.3%	58.9%	6.0%	1.7%	64.1%	35.9%	100.0%
After 1 year at Same Institution	0	37	0	12	80	1	248	27	7	268	144	412
Retention Rate	0.0%	78.7%	0.0%	70.6%	63.5%	50.0%	72.3%	77.1%	70.0%	71.8%	68.9%	70.8%
After 1 year at USF System	1	40	0	17	94	1	271	27	8	302	157	459
Retention Rate	100.0%	85.1%	0.0%	100.0%	74.6%	50.0%	79.0%	77.1%	80.0%	81.0%	75.1%	78.9%

Source: USF System Office of Decision Support

Retention of full-time FTICs entering Fall 2015 or Summer 2015 and Continuing into Fall, After One Year increased for the 2015 Cohort as compared to the 2014 Cohort. The average retention for all Full Time FTICs was 70.8%. As shown in Table 3c, Black First-Year students retained at the highest rate, 78.7%, representing a 31% gain (18.7 percentage points) from the previous year. FTICs self-reporting as Two or More Races persisted at a 77.1% rate, a 7% gain (5.1 percentage points) from 72% the previous year.

Rates for remaining racial and ethnic groups were as follows: White, 72.3%, Asian, 70.6%, Hispanic at 61.1%. When examined by gender, Female FTICs from the 2015 full-time Cohort persisted into their second year at USFSP at a slightly higher rate (71%) than males (68.4%). These rates compare to 2014 rates of 69.6% for female first-year students and 68.3% for male first-year students.

USF Sarasota-Manatee												
Table 3d. Retention of Full-Time FTICs Entering Fall 2015, or Summer 2015 and Continuing into Fall, After One Year												
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Female	Male	Total
Cohort	1	2	0	4	17	0	59	3	1	51	36	87
Category % of Total	1.1%	2.3%	N/A	4.6%	19.5%	N/A	67.8%	3.4%	1.1%	58.6%	41.4%	100.0%
After 1 year at Same Institution	1	2	0	4	14	0	51	1	1	43	31	74
Retention Rate	100.0%	100.0%	N/A	100.0%	82.4%	N/A	86.4%	33.3%	100.0%	84.3%	86.1%	85.1%
After 1 year at USF System	1	2	0	4	15	0	54	2	1	46	33	79
Retention Rate	100.0%	100.0%	N/A	100.0%	88.2%	N/A	91.5%	66.7%	100.0%	90.2%	91.7%	90.8%

Source: USF System Office of Decision Support

USF Sarasota-Manatee admitted its third freshman class in Fall 2015. The retention rate of FTIC students from Fall and Summer 2015 into Fall 2016 for students who are Asian and Black was 100%. The retention rate of Hispanic students was 81% and the retention rate of White students was 86%. The retention rate of female and male students was roughly the same, with female retention outpacing male retention by less than 2% (example). Note that the fall-to-fall retention rate for USF Sarasota-Manatee students, both male and female, within the USF System (“swirl”) exceeded the 90% threshold.

Table 4. Graduation Rate of Full-Time FTICs After Six Years

USF System												
Table 4a. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2010, or Summer 2010 and Continuing into Fall After Six Years												
	NRA	B	AI/AN	A	H	NH/OPI	W	TWO>	Unk	Female	Male	Total
Cohort	63	543	12	308	966	14	2794	166	58	2897	2027	4924
Category % of Total	1.3%	11.0%	0.2%	6.3%	19.6%	0.3%	56.7%	3.4%	1.2%	58.8%	41.2%	100.0%
After 6 years Number of Graduates	47	362	7	233	651	10	1815	110	41	2042	1234	3276
Percent Graduated	74.6%	66.7%	58.3%	75.6%	67.4%	71.4%	65.0%	66.3%	70.7%	70.5%	60.9%	66.5%
Category % Graduated	1.4%	11.1%	0.2%	7.1%	19.9%	0.3%	55.4%	3.4%	1.3%	62.3%	37.7%	100.0%
Number Retained	48	383	7	240	679	10	1885	115	41	2090	1318	3408
Percent Retained	76.2%	70.5%	58.3%	77.9%	70.3%	71.4%	67.5%	69.3%	70.7%	72.1%	65.0%	69.2%
Category % Retained	1.4%	11.2%	0.2%	7.0%	19.9%	0.3%	55.3%	3.4%	1.2%	61.3%	38.7%	100.0%
Source: USF System Office of Decision Support												

The overall graduation rate for the USF System after six years was 66.5%, which is a slight decrease from the previous year. While both female and male students' graduation percentages increased 70.5% and 60.9% respectively, there remains a gap as documented in national literature.

Students identifying as Non Resident Alien (International) (74.6%), Black (66.7%), Asian (75.6), Hispanic (67.4%), Native Hawaiian/Other Pacific Islander (71.4%), and Unknown (70.7%) were above the average for the USF System. Asian/Pacific Islander (58.3%), White (65%), and Two or more races (66.3%) were slightly below the average.

The analyses of the three USF institutions are discussed in the following narratives for each institution.

USF												
Table 4b. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2010, or Summer 2010 and Continuing into Fall After Six Years												
	NRA	B	AI/AN	A	H	NH/OPI	W	TWO>	Unk	Female	Male	Total
Cohort	63	507	11	295	893	11	2480	148	49	2615	1842	4457
Category % of Total	1.4%	11.4%	0.2%	6.6%	20.0%	0.2%	55.6%	3.3%	1.1%	58.7%	41.3%	100.0%
After 6 Year Number of Graduates at Same Institution	47	348	6	225	612	9	1625	100	36	1874	1134	3008
Percent Graduated at Same Institution	74.6%	68.6%	54.5%	76.3%	68.5%	81.8%	65.5%	67.6%	73.5%	71.7%	61.6%	67.5%
Category % Graduated at Same Institution	1.6%	11.6%	0.2%	7.5%	20.3%	0.3%	54.0%	3.3%	1.2%	62.3%	37.7%	100.0%
Number of Graduates at USF System	47	348	6	226	617	9	1648	100	36	1891	1146	3037
Percent Graduated at USF System	74.6%	68.6%	54.5%	76.6%	69.1%	81.8%	66.5%	67.6%	73.5%	72.3%	62.2%	68.1%
Category % Graduated at USF System	1.5%	11.5%	0.2%	7.4%	20.3%	0.3%	54.3%	3.3%	1.2%	62.3%	37.7%	100.0%
Number Retained at Same Institution	48	363	6	232	636	9	1683	103	36	1910	1206	3116
Percent Retained at Same Institution	76.2%	71.6%	54.5%	78.6%	71.2%	81.8%	67.9%	69.6%	73.5%	73.0%	65.5%	69.9%
Category % Retained at Same Institution	1.5%	11.6%	0.2%	7.4%	20.4%	0.3%	54.0%	3.3%	1.2%	61.3%	38.7%	100.0%
Number Retained at USF System	48	363	6	233	641	9	1711	104	36	1929	1222	3151
Percent Retained at USF System	76.2%	71.6%	54.5%	79.0%	71.8%	81.8%	69.0%	70.3%	73.5%	73.8%	66.3%	70.7%
Category % Retained at USF System	1.5%	11.5%	0.2%	7.4%	20.3%	0.3%	54.3%	3.3%	1.1%	61.2%	38.8%	100.0%

Source: USF System Office of Decision Support

As compared to the prior year, the overall 6-year graduation rate of full-time FTICs decreased .07% at the Same Institution and .09% at the USF System. Female graduation continued to substantially lead male graduation, with male graduation lagging female graduation by 10.1% for the 2010 full-time FTIC Cohort. As noted above regarding retention gaps in gender, the graduation gap among males and females is also noted as a challenge

nationally and internationally. The retention-based initiatives noted above are also intended to reduce the graduation gap among genders by retaining men through graduation.

In terms of race/ethnicity as compared to prior year, the graduation rate increased for American Indian/Alaskan Natives by 13.6% and Hispanics by .06%, with decreases in all other categories.

Goals for improvement include an increase across all races/ethnicities, with an overall goal of 70+% six year graduation rate for 2017-2018.

USF St. Petersburg												
Table 4c. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2010, or Summer 2010 and Continuing into Fall After Six Years												
	NRA	B	AI/AN	A	H	NH/OPI	W	TWO>	Unk	Female	Male	Total
Cohort	0	36	1	13	73	3	314	18	9	282	185	467
Category % of Total	N/A	7.7%	0.2%	2.8%	15.6%	0.6%	67.2%	3.9%	1.9%	60.4%	39.6%	100.0%
After 6 years Number of Graduates at Same Institution	0	10	1	4	19	1	124	8	3	104	66	170
Percent Graduated at Same Institution	N/A	27.8%	100.0%	30.8%	26.0%	33.3%	39.5%	44.4%	33.3%	36.9%	35.7%	36.4%
Category % Graduated at Same Institution	0.0%	5.9%	0.6%	2.4%	11.2%	0.6%	72.9%	4.7%	1.8%	61.2%	38.8%	100.0%
Number of Graduates at USF System	0	14	1	7	34	1	167	10	5	151	88	239
Percent Graduated at USF System	N/A	38.9%	100.0%	53.8%	46.6%	33.3%	53.2%	55.6%	55.6%	53.5%	47.6%	51.2%
Category % Graduated at USF System	0.0%	5.9%	0.4%	2.9%	14.2%	0.4%	69.9%	4.2%	2.1%	63.2%	36.8%	100.0%
Number Retained at Same Institution	0	15	1	4	20	1	127	8	3	109	70	179
Percent Retained at Same Institution	N/A	41.7%	100.0%	30.8%	27.4%	33.3%	40.4%	44.4%	33.3%	38.7%	37.8%	38.3%
Category % Retained at Same Institution	0.0%	8.4%	0.6%	2.2%	11.2%	0.6%	70.9%	4.5%	1.7%	60.9%	39.1%	100.0%
Number Retained at USF System	0	20	1	7	38	1	174	11	5	161	96	257
Percent Retained at USF System	N/A	55.6%	100.0%	53.8%	52.1%	33.3%	55.4%	61.1%	55.6%	57.1%	51.9%	55.0%
Category % Retained at USF System	0.0%	7.8%	0.4%	2.7%	14.8%	0.4%	67.7%	4.3%	1.9%	62.6%	37.4%	100.0%
Source: USF System Office of Decision Support												

Overall, the graduation rate of students starting and completing at USF St Petersburg is a concern (36.4% for the 2010 Cohort). Although there were few significant differences between male and female completers, White students completed at a higher rate than Black (12% higher) and Hispanic students (14% higher). This year the completion rate did not increase from the previous year as an additional 18% of the students in this cohort successfully completed within the USF System. USFSP has added significant retention efforts, a diversity plan, a master academic plan, and a student affairs strategic plan this past year. USFSP expects to improve completion rates over the next two years as those efforts take effect.

There is a belief that part of the reason for the fairly low graduation rate historically is that USFSP had not been able to offer the range of programs that students wanted, and the fact that the graduation rate for students who start at USFSP but receive a degree from any USF System institution appeared to bear this out as the completion rate for the 2010 USF St Petersburg Cohort within system is 51.4%. The USFSP master academic plan will introduce new majors each year for the next five years to help in this area.

Table 5. Bachelor's Degrees Awarded, Previous AY

USF System										
Table 5a. Bachelor's Degrees Awarded, AY 2015- 2016, AY 2014-15, and AY2010-11										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2015-2016										
Male	129	306	3	221	655	17	2147	127	50	3655
Female	143	672	8	315	1120	12	3034	170	86	5560
Total	272	978	11	536	1775	29	5181	297	136	9215
Category % of Total	3.0%	10.6%	0.1%	5.8%	19.3%	0.3%	56.2%	3.2%	1.5%	100.0%
AY 2014-2015										
Male	135	339	10	219	676	10	2184	94	61	3728
Female	93	638	13	272	1052	19	3224	162	90	5563
Total	228	977	23	491	1728	29	5408	256	151	9291
Category % of Total	2.5%	10.5%	0.2%	5.3%	18.6%	0.3%	58.2%	2.8%	1.6%	100.0%
AY 2010-2011										
Male	55	274	17	216	468	0	2161	8	60	3259
Female	58	649	20	263	691	1	3175	12	92	4961
Total	113	923	37	479	1159	1	5336	20	152	8220
Category % of Total	1.4%	11.2%	0.5%	5.8%	14.1%	0.0%	64.9%	0.2%	1.8%	100.0%
Sources for All Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.										

The USF System awarded 9215 degrees in the 2014-2015 academic year, which is a slight decrease from the previous year. Of the degrees awarded 59.9% were earned by females and 40.1% by males which is consistent with the previous academic year.

Among the degrees awarded, students who identified as Non Resident Alien (International), Black, Asian, Hispanic, and Two or more races increased their percentages from the previous academic year. While Native Hawaiian/Other Pacific Islander remained steady at .2%, American Indian/Alaskan Native, White and Unknown decreased slightly from the previous year.

USF										
Table 5b. Bachelor's Degrees Awarded, AY 2015- 2016, AY 2014-15, and AY2010-11										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2015-2016										
Male	125	274	3	202	587	15	1780	113	41	3140
Female	137	609	7	287	1004	10	2460	153	68	4735
Total	262	883	10	489	1591	25	4240	266	109	7875
Category % of Total	3.3%	11.2%	0.1%	6.2%	20.2%	0.3%	53.8%	3.4%	1.4%	100.0%
AY 2014-2015										
Male	128	315	7	206	618	10	1825	83	53	3245
Female	93	584	11	252	936	13	2644	134	80	4747
Total	221	899	18	458	1554	23	4469	217	133	7992
Category % of Total	2.8%	11.2%	0.2%	5.7%	19.4%	0.3%	55.9%	2.7%	1.7%	100.0%
AY 2010-2011										
Male	48	257	17	193	414	0	1833	3	53	2818
Female	50	618	18	241	619	1	2594	10	81	4232
Total	98	875	35	434	1033	1	4427	13	134	7050
Category % of Total	1.4%	12.4%	0.5%	6.2%	14.7%	0.0%	62.8%	0.2%	1.9%	100.0%
Sources for All Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.										

For the AY 2015-2016 as compared to AY 2014-2015, total bachelor degree awardees decreased by 117, with males down 105 and females down 12. In terms of race/ethnicity as compared the prior year, increases in the number of degrees awarded were seen for Non Resident Aliens, Asians, Hispanics, Native Hawaiian or Other Pacific Islanders, and those reporting Two or more races. Total minority degree awardees increased by 3% over 2014-15.

As compared to AY 2010-2011, bachelor's degrees awarded in AY 2015-2016 were up 11.7%, from 7,050 to 7,878 degrees, with nearly equal percentage increases among males and females. Since AY 2010-2011, degrees awarded

have substantially increased across most races/ethnicities with notable increases among Non Resident Aliens (+167%, from 98 to 262), Asians (+12.7%, from 434 to 489), Hispanics (+54%, from 1,033 to 1,591), Native Hawaiian or Other Pacific Islanders (N=1 to N=25), and Two or more races (N=13 to N=266). While the number of White students graduating has decreased by only 187 students, their percentage of the total graduating population has decreased by 9%.

USF St. Petersburg										
Table 5c. Bachelor's Degrees Awarded, AY 2015- 2016, AY 2014-15, and AY2010-12										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2015-2016										
Male	1	19	0	16	49	2	231	11	6	335
Female	3	41	1	23	79	2	371	14	12	546
Total	4	60	1	39	128	4	602	25	18	881
Category % of Total	0.5%	6.8%	0.1%	4.4%	14.5%	0.5%	68.3%	2.8%	2.0%	100.0%
AY 2014-2015										
Male	2	13	3	9	31	0	236	6	4	304
Female	0	29	1	12	72	4	379	21	3	521
Total	2	42	4	21	103	4	615	27	7	825
Category % of Total	0.2%	5.1%	0.5%	2.5%	12.5%	0.5%	74.5%	3.3%	0.8%	100.0%
AY 2010-2011										
Male	2	6	0	19	27	0	205	0	3	262
Female	6	18	1	15	45	0	334	1	5	425
Total	8	24	1	34	72	0	539	1	8	687
Category % of Total	1.2%	3.5%	0.1%	4.9%	10.5%	N/A	78.5%	0.1%	1.2%	100.0%
Sources for All Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.										

USF St. Petersburg awarded 881 bachelor's degrees in the 2015-2016 academic year, which is an increase of 56 awarded degrees from the previous year. Of the degrees awarded, 62% were earned by females and 38% by males, which is consistent with the previous academic year.

Among the degrees awarded, students who identified as Asian, Hispanic, Native Hawaiian/Other Pacific Islander, and Two or more races increased their percentage of degrees awarded from the previous academic year by 6.2%.

USF Sarasota-Manatee										
Table 5d. Bachelor's Degrees Awarded, AY 2015- 2016, AY 2014-15, and AY2010-11										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2015-2016										
Male	3	13	0	3	19	0	136	3	3	180
Female	3	22	0	5	37	0	203	3	6	279
Total	6	35	0	8	56	0	339	6	9	459
Category % of Total	1.3%	7.6%	N/A	1.7%	12.2%	N/A	73.9%	1.3%	2.0%	100.0%
AY 2014-2015										
Male	5	11	0	4	27	0	123	5	4	179
Female	0	25	1	8	44	2	201	7	7	295
Total	5	36	1	12	71	2	324	12	11	474
Category % of Total	1.1%	7.6%	0.2%	2.5%	15.0%	0.4%	68.4%	2.5%	2.3%	100.0%
AY 2010-2011										
Male	1	9	0	6	8	0	119	2	4	149
Female	2	13	1	7	27	0	247	1	6	304
Total	3	22	1	13	35	0	366	3	10	453
Category % of Total	0.7%	4.9%	0.2%	2.9%	7.7%	N/A	80.8%	0.7%	2.2%	100.0%
Sources for All Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99,000, all disciplines.										

USF Sarasota-Manatee awarded 459 bachelor's degrees during the 2015-2016 academic year. As detailed in Table 5d, nearly 23% were awarded to minority students with the largest representation from Hispanic graduates at 12.2% followed by 7.6% Black (19.8%). Note that the Sarasota-Manatee region has 20% of the population who identify as Hispanic or Black, meaning that the representation of bachelor's degree graduates is similar to service-area population figures.

Table 6. Master's Degrees Awarded, Previous AY

USF System										
Table 6a. Master's Degrees Awarded, AY 2015- 2016, AY 2014-15, and AY2010-11										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2015-2016										
Male	382	71	3	62	133	2	641	15	39	1348
Female	235	194	3	104	214	1	1010	38	55	1854
Total	617	265	6	166	347	3	1651	53	94	3202
Category % of Total	19.3%	8.3%	0.2%	5.2%	10.8%	0.1%	51.6%	1.7%	2.9%	100.0%
AY 2014-2015										
Male	303	78	2	52	118	9	620	19	27	1228
Female	214	187	2	83	224	8	1137	37	45	1937
Total	517	265	4	135	342	17	1757	56	72	3165
Category % of Total	16.3%	8.4%	0.1%	4.3%	10.8%	0.5%	55.5%	1.8%	2.3%	100.0%
AY 2010-2011										
Male	109	76	5	58	86	0	609	3	4	950
Female	69	151	6	73	147	0	1150	4	19	1619
Total	178	227	11	131	233	0	1759	7	23	2569
Category % of Total	6.9%	8.8%	0.4%	5.1%	9.1%	N/A	68.5%	0.3%	0.9%	100.0%
Source for all Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines.										

The USF System awarded 3,202 master's degrees during the 2015-2016 academic year. Of the degrees awarded 58% were awarded to females. As it relates to race, in 2015-2016 there was an increase in degrees awarded to students in the Non Resident Alien (International), American Indian/Alaskan Native, Asian, and race Unknown categories and a decrease in students in the Black, Native Hawaiian/Other Pacific Islander and White categories.

USF										
Table 6b. Master's Degrees Awarded, AY 2015- 2016, AY 2014-15, and AY2010-11										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2015-2016										
Male	377	67	3	58	123	2	565	14	38	1247
Female	231	181	2	99	202	1	888	36	53	1693
Total	608	248	5	157	325	3	1453	50	91	2940
Category % of Total	20.7%	8.4%	0.2%	5.3%	11.1%	0.1%	49.4%	1.7%	3.1%	100.0%
AY 2014-2015										
Male	300	74	2	50	107	9	559	13	21	1135
Female	210	174	2	81	208	8	998	34	43	1758
Total	510	248	4	131	315	17	1557	47	64	2893
Category % of Total	17.6%	8.6%	0.1%	4.5%	10.9%	0.6%	53.8%	1.6%	2.2%	100.0%
AY 2010-2011										
Male	109	75	5	55	85	0	558	3	4	894
Female	68	145	5	71	136	0	1016	4	18	1463
Total	177	220	10	126	221	0	1574	7	22	2357
Category % of Total	7.5%	9.3%	0.4%	5.3%	9.4%	N/A	66.8%	0.3%	0.9%	100.0%
Source for all Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines.										

As shown in Table 6b, USF awarded 3,165 master's degrees in 2015-16. Of degrees awarded, the majority (57.5%) went to females. This continues a pattern found in 2010-11 and 2014-15 in which women were awarded a statistically significant greater proportion of degrees than men, but a slight decrease from those previous years.

In 2015-16, 49.4% of master's degree recipients were White. This represents substantial percentage decreases from 2014-15 (53.8%) and especially 2010-2011 (66.8%), indicating that Whites have been a decreasing proportion of recipients. Among the various racial/ethnic categories, Non Resident Aliens (International) stand out as a group whose proportion of recipients has increased notably across both time periods. The percent of master's degrees being awarded to Asian, Hispanic, and other non-White groups has remained proportionately stable (less than 2 percentage points difference) across the time spans.

USF St. Petersburg										
Table 6c. Master's Degrees Awarded, AY 2015- 2016, AY 2014-15, and AY2010-11										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2015-2016										
Male	3	3	0	4	9	0	67	1	1	88
Female	1	11	1	4	9	0	93	2	1	122
Total	4	14	1	8	18	0	160	3	2	210
Category % of Total	1.9%	6.7%	0.5%	3.8%	8.6%	N/A	76.2%	1.4%	1.0%	100.0%
AY 2014-2015										
Male	0	3	0	2	7	0	47	5	6	70
Female	3	11	0	2	13	0	118	3	2	152
Total	3	14	0	4	20	0	165	8	8	222
Category % of Total	1.4%	6.3%	N/A	1.8%	9.0%	N/A	74.3%	3.6%	3.6%	100.0%
AY 2010-2011										
Male	0	1	0	1	0	0	41	0	0	43
Female	1	5	1	1	10	0	82	0	1	101
Total	1	6	1	2	10	0	123	0	1	144
Category % of Total	0.7%	4.2%	0.7%	1.4%	6.9%	N/A	85.4%	N/A	0.7%	100.0%
Source for all Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines.										

USF St. Petersburg awarded 210 master's degrees during the 2015-2016 academic year. Of the degrees, 58% were awarded to females. With regard to race, Non-Resident Alien, Black, Asian, Two or more races, and Unknown student degrees awarded decreased from 2015 to 2016 by 1.9%. However, there has been a steady increase in degrees awarded to Hispanic students in the past five years, and an overall increase in degrees awarded to Black students from 2010 to 2016. In a five-year period, students of color have increased overall from 20 in 2011 to 48 in 2016.

USF Sarasota-Manatee										
Table 6d. Master's Degrees Awarded, AY 2015-2016, AY 2014-15, and AY2010-11										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2015-2016										
Male	2	1	0	0	1	0	9	0	0	13
Female	3	2	0	1	3	0	29	0	1	39
Total	5	3	0	1	4	0	38	0	1	52
Category % of Total	9.6%	5.8%	N/A	1.9%	7.7%	N/A	73.1%	N/A	1.9%	100.0%
AY 2014-2015										
Male	3	1	0	0	4	0	14	1	0	23
Female	1	2	0	0	3	0	21	0	0	27
Total	4	3	0	0	7	0	35	1	0	50
Category % of Total	8.0%	6.0%	N/A	N/A	14.0%	N/A	70.0%	2.0%	N/A	100.0%
AY 2010-2011										
Male	0	0	0	2	1	0	10	0	0	13
Female	0	1	0	1	1	0	52	0	0	55
Total	0	1	0	3	2	0	62	0	0	68
Category % of Total	N/A	1.5%	N/A	4.4%	2.9%	N/A	91.2%	N/A	N/A	100.0%
Source for all Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines.										

USF Sarasota-Manatee awarded 52 master's degrees during the 2015-2016 Academic Year, an increase of two (2) students from the prior year. The percentage of Black students receiving a master's degree in AY 2015-2016 was roughly 6%, similar to the prior year. The percentage of Hispanic students receiving a master's degree in AY 2015-2016 was roughly 8%, down from 14% the previous year. Both of the recent years maintain significant improvements over 2011-12. The decline in Hispanic graduates was mainly from the Hospitality master's degree program, which graduated five (5) students in 2014-15, but only one (1) in 2015-16.

Table 7. Doctoral Degrees Awarded, Previous AY

USF System										
Table 7. Doctoral Degrees Awarded, AY 2015- 2016, AY 2014-15, and AY 2010-11										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2015-2016										
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	26.8%	6.1%	N/A	2.9%	8.9%	N/A	52.5%	1.3%	1.6%	100.0%
AY 2014-2015										
Male	43	12	0	2	9	0	78	0	4	148
Female	27	14	0	10	9	0	108	1	4	173
Total	70	26	0	12	18	0	186	1	8	321
Category % of Total	21.8%	8.1%	N/A	3.7%	5.6%	N/A	57.9%	0.3%	2.5%	100.0%
AY 2010-2011										
Male	35	4	2	2	7	0	61	0	0	111
Female	18	13	1	4	13	0	109	0	0	158
Total	53	17	3	6	20	0	170	0	0	269
Category % of Total	19.7%	6.3%	1.1%	2.2%	7.4%	N/A	63.2%	N/A	N/A	100.0%
Source for all years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines.										

A review of Table 7 reveals that 314 doctoral degrees were awarded in 2015-16. Of these, the majority, 53.8%, were awarded to females, a statistics very close to the national percentage of women awardees. Similarly, the majority of those receiving doctoral degrees at USF in 2009-10 and 2013-14 were female.

Also shown in Table 7 is a decrease in the percentage of Whites receiving doctoral degrees (52.5%), dropping from 63.2% in 2010-11 and 57.9% in 2014-15. These same periods saw an increase in the percent of graduates classified as Non Resident Alien. Overall, the composition of non-White recipients in 2015-16, excluding Non Resident Aliens and those who racial classification was Unknown, is 19.1%; this figure is higher than either 2010-11 (17.1%) or 2014-15 (17.8%).

Table 8. First Professional Degrees Awarded, AY 2015-2016, AY 2014-2015, AY 2010-2011

USF System										
Table 8a. First Professional Degrees Awarded, AY 2015-2016, AY 2014-15, and AY 2010-11										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2015-2016										
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	N/A	6.9%	0.8%	20.1%	9.3%	N/A	53.0%	1.3%	8.7%	100.0%
AY 2014-2015										
Male	0	5	0	27	12	0	70	0	8	122
Female	0	13	0	30	13	0	87	2	13	158
Total	0	18	0	57	25	0	157	2	21	280
Category % of Total	N/A	6.4%	N/A	20.4%	8.9%	N/A	56.1%	0.7%	7.5%	100.0%
AY 2010-2011										
Male	0	2	0	14	9	0	38	0	0	63
Female	0	7	1	20	3	0	61	0	1	93
Total	0	9	1	34	12	0	99	0	1	156
Category % of Total	N/A	5.8%	0.6%	21.8%	7.7%	N/A	63.5%	N/A	0.6%	100.0%
Source for all years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Doctoral degrees professional practice. Chart for 99.0000, all disciplines.										

In AY 2010-11 nearly two-thirds (59%) of all first professional degrees were awarded to females. Since that time, the percent female has dropped a bit to 56% in AY14-15 but picked back up to 59% in AY15-16.

In terms of race/ethnicity distribution, the most notable change from AY 2010-11 to AY 2015-16 is the increase in the Unknown category – from 0.6% to 8.7%.

Other trends since AY 2010-11 include a slightly increasing proportion of Black and Hispanic graduates and a decreasing proportion of White graduates. Students who have marked Two or more categories or Unknown are also steadily increasing.

USF System										
Table 8b. First Professional Degrees Awarded, AY 2015-2016, AY 2014-15, and AY 2010-11										
M.D.										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2015-2016										
Male	0	6	2	14	11	0	57	2	1	93
Female	0	3	0	20	8	0	44	2	2	79
Total	0	9	2	34	19	0	101	4	3	172
Category % of Total	N/A	5.2%	1.2%	19.8%	11.0%	N/A	58.7%	2.3%	1.7%	100.0%
AY 2014-2015										
Male	0	1	0	14	10	0	46	0	3	74
Female	0	3	0	15	6	0	25	1	0	50
Total	0	4	0	29	16	0	71	1	3	124
Category % of Total	N/A	3.2%	N/A	23.4%	12.9%	N/A	57.3%	0.8%	2.4%	100.0%
AY 2010-2011										
Male	0	2	0	13	8	0	34	0	0	57
Female	0	2	0	18	2	0	29	0	1	52
Total	0	4	0	31	10	0	63	0	1	109
Category % of Total	N/A	3.7%	N/A	28.4%	9.2%	N/A	57.8%	N/A	0.9%	100.0%
Source for all years: IPEDS Completions CIP Code 51.1201--Doctor's degree-professional practice.										

In AY 15-16 males made up 54% of all MD graduates. This is a smaller proportion than the previous year's level of 60% but a bit higher than the 52% in AY 10-11.

The proportion of Black graduates has increased to 5.2% from 3.2% in AY 13-14 and 3.7% in AY 2010-11. Asian graduates have stayed relatively constant at just under one-quarter/one-fifth of the graduates. White graduates have remained in the 57-58% range for all years on the chart.

The proportion of students indicating more than one category has increased, as it has in several of the other charts.

USF System										
Table 8c. First Professional Degrees Awarded, AY 2015-2016, AY 2014-15, and AY 2010-11										
Doctor's Degree Nursing Practice										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2015-2016										
Male	0	1	0	0	0	0	1	0	0	2
Female	0	2	0	2	1	0	10	0	0	15
Total	0	3	0	2	1	0	11	0	0	17
Category % of Total	N/A	17.6%	N/A	11.8%	5.9%	N/A	64.7%	N/A	N/A	100.0%
AY 2014-2015										
Male	0	0	0	1	1	0	0	0	0	2
Female	0	1	0	0	0	0	7	1	1	10
Total	0	1	0	1	1	0	7	1	1	12
Category % of Total	N/A	8.3%	N/A	8.3%	8.3%	N/A	58.3%	8.3%	8.3%	100.0%
AY 2010-2011										
Male	0	0	0	0	0	0	0	0	0	0
Female	0	3	0	0	0	0	9	0	0	12
Total	0	3	0	0	0	0	9	0	0	12
Category % of Total	N/A	25.0%	N/A	N/A	N/A	N/A	75.0%	N/A	N/A	100.0%
Source for all years: IPEDS Completions CIP Code 51.3818--Doctor's degree professional practice.										

Doctor of Nurse Practitioner graduates continue to be predominately female with just 12 and 17% being male in AY 2014-15 and AY 15-16, respectively.

In terms of race, in AY 2015-16, 64.7% of the graduates are White with slight variations from year to year in the other categories. It is important to note that with such small overall numbers of graduates, slight changes in the number of graduates can produce large changes in percentages.

USF System										
Table 8d. First Professional Degrees Awarded, AY 2015-2016, AY 2014-15, and AY 2010-11										
Doctor's Degree Physical Therapy										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2015-2016										
Male	0	0	0	19	3	0	11	0	9	42
Female	0	9	1	14	6	0	55	0	20	105
Total	0	9	1	33	9	0	66	0	29	147
Category % of Total	N/A	6.1%	0.7%	22.4%	6.1%	N/A	44.9%	N/A	19.7%	100.0%
AY 2014-2015										
Male	0	3	0	9	1	0	14	0	4	31
Female	0	3	0	7	4	0	39	0	11	64
Total	0	6	0	16	5	0	53	0	15	95
Category % of Total	N/A	6.3%	N/A	16.8%	5.3%	N/A	55.8%	N/A	15.8%	100.0%
AY 2010-2011										
Male	0	0	0	1	1	0	4	0	0	6
Female	0	2	1	2	1	0	23	0	0	29
Total	0	2	1	3	2	0	27	0	0	35
Category % of Total	N/A	5.7%	2.9%	8.6%	5.7%	N/A	77.1%	N/A	N/A	100.0%
Source for all years: IPEDS Completions CIP Code 51.2308 Doctor's degree professional practice.										

In the past three years of data, females have made up roughly two-thirds of all DPT graduates.

There has been a steady decrease in the proportion of White graduates since AY 2009-10 with 44.9% in AY 2015-16. The proportion of Asian graduates was quite high in AY 2015-16 but little change in the other categories. One exception is the continued increased in those marking Unknown – now 19.7%.

USF System										
Table 8e. First Professional Degrees Awarded, AY 2015-2016, AY 2014-15, and AY 2010-11										
Doctor's Pharmacy										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2015-2016										
Male	0	1	0	7	2	0	11	1	1	23
Female	0	5	0	2	5	0	17	0	1	30
Total	0	6	0	9	7	0	28	1	2	53
Category % of Total	N/A	11.3%	N/A	17.0%	13.2%	N/A	52.8%	1.9%	3.8%	100.0%
AY 2014-2015										
Male	0	1	0	3	0	0	10	0	1	15
Female	0	6	0	8	3	0	16	0	1	34
Total	0	7	0	11	3	0	26	0	2	49
Category % of Total	N/A	14.3%	N/A	22.4%	6.1%	N/A	53.1%	N/A	4.1%	100.0%
AY 2010-2011										
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Category % of Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Source for all years: IPEDS Completions CIP Code 51.2001 Doctor's degree professional practice.										

With only two graduating classes of data, trends are still developing. With this said, however, females continue to comprise – 57% of the class. Further, with White graduates making up about half of the class (52.8%), other categories make a significant contribution to the overall composition of the class.

Student Services (Part III. D)

The USF System is required to conduct periodic reviews of its student services to determine compliance with equity status. 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 USF institution of the following areas: Academic Advising, Admission to Academic Programs, Health Services, Club and Intramural Athletics, Student Financial Assistance, Housing, Student Employment, Educational and Work Environment, and Personnel.

Academic Advising

USF

USF is committed to providing high-quality academic advising services to all students, and the academic advising program has been recognized by the National Academic Advising Association (NACADA) as among the best in the nation. In support of the University's Strategic Plan, USF's academic advisors are committed to the success and development of students as emerging global citizens and value the diversity of students, faculty, and staff. As a reflection of that commitment, a permanent subcommittee of the Council on Academic Advising, named the Multi-Cultural Academic Advising Subcommittee, was established in 2014 with a stated mission to "build a networking system that encourages multicultural and minority students to engage in successful student interactions. The Subcommittee is motivated to identify issues these students are working through to improve academic and social experiences and increase graduation rates among students on the USF campus." The Subcommittee is comprised of professional academic advisors from across USF who continue to regularly meet and discuss topics of current multicultural interest to advisors and students, uncover shared challenges, and develop training and professional development opportunities for other academic advisors around diversity, inclusion, and equal opportunity. No advising offices or services at USF are provided based on the student's race, ethnicity or gender.

During the past year the Subcommittee on Multi-Cultural Academic Advising sponsored two all-advisor events for which guest speakers gave keynote style addresses:

- Honoring Diversity: Celebrating Differences on 3/3/16
- Unspoken Thoughts of Academic Advisors on 10/21/16

In addition, four members of the advising community were recognized by NACADA for their contributions to excellence in advising. All advising-community services are fully dedicated to the twin principles of promoting access and student success at the University of South Florida, including a clear focus on student outcomes tied to the University's strategic initiatives around persistence, progression, and completion.

USF St. Petersburg

At USF St. Petersburg, the goal in academic advising is to assist all undergraduate students in successful completion of their bachelor's degree. Efforts continue to decrease our student-to-advisor ratio, which is known to support student degree completion. Currently, the advisors who work with freshman and sophomore students have an average student-to-advisor ratio of 313:1. The lower-level students are the most vulnerable population and the advisors continue to add new retention outreach efforts that include an early alert system,

which provides for immediate faculty feedback when students do not attend class, miss homework assignments, fail tests, etc. The advisors who work with juniors and seniors have an average student-to-advisor ratio of 358:1. The goal is to continue to enhance advising service ratios to be consistent with the USF System goal of 300:1.

Academic advisors continue collaboration with the colleges to modify four year major plans as major changes occur. Additionally, advisors are consistently utilizing a “planner” option in all students’ degree audits, which provides a way to track courses on a term-by-term basis, tailored to the student’s individual needs and status. With the addition of the new Schedule Planner, students can import the “plan” from the degree audit into the schedule planner and view all available course options.

Advisors have also developed an outreach system for all continuing students that begins three weeks prior to registration and continues with weekly monitoring of student registration until classes begin. Advisors collaborate with the new retention coordinator to research issues affecting registration and reach out to students to assist them.

All these efforts have been initiated to provide a route for students to complete a bachelor degree in 120 hours or as close to that number as the student’s major/minor selection provides. Advisors monitor credit hours remaining in the degree against excess hours in the degree audit notes at each advising appointment.

In 2017, USFSP hired a full-time Retention Coordinator. This professional is responsible for obtaining data regarding the FTIC cohorts, six year graduation cohorts, our four year graduation cohorts, and all students who do not continue enrollment until completing a degree. Advising services at USFSP are provided to all students regardless of race, ethnicity or gender.

USF Sarasota-Manatee

USF Sarasota-Manatee continuously works to improve and evaluate academic advising to ensure a high level of student service delivery and to promote student success. Academic advising is an integral part of the Student Success unit at USF Sarasota-Manatee. The University believes a low student-to-advisor ratio is important to improve student retention rates and reduce time to graduation. For the 2015-2016 academic year, the student-to-advisor ratio at USF Sarasota-Manatee was approximately 285:1 across all college departments or units, which is under the national median student ratio of 300 students per advisor for a medium-sized, public, master’s-granting institution (Advisor load statistics from 2011 *NACADA National Survey of Academic Advising*).

Academic Advising has expanded collaboration with colleges and administrative areas across the University to enhance student success through academic advising and tracking. Advising works closely with college schedulers, analyzing student course needs, and offering courses based on student demand. Additionally, students are encouraged to register early through special registration events every Fall and Spring and receive email reminders. During Spring Semester 2017, Advising also launched the Priority Advising Campaign to encourage students to meet with their advisor early.

USF Sarasota-Manatee has taken a proactive approach to working with students who are “at risk” or on academic probation. In November 2015, a dedicated Retention Advisor was hired to work with students who earn a USF GPA below a 2.0, who are placed on probation, or who have an Academic Probation hold preventing registration. USF Sarasota-Manatee requires students on academic probation to meet with an academic advisor and sign a probation contract in order to lift the hold, during which time the advisor has the opportunity to work with individual students on creating a plan to overcome barriers to success. The advisor also makes appropriate referrals for services. These students also receive assistance computing their GPA to identify exactly

what grades are needed to lift the probation. Additionally, assistance in selecting appropriate courses for future enrollment is provided. An “early alert” system allows faculty to refer students, prior to midterm grades, who are experiencing any difficulty and may benefit from outreach by the Retention Advisor. By reaching out to at-risk students earlier, the University has more of a positive impact on both current and future performance. In Fall Semester 2016, the Retention Advisor role merged with the FTIC Advisor role and now it is a combined FTIC and Persistence Advisor role, with increased emphasis on first-year persistence.

In Spring Semester 2017, Student Success launched a Green2Gold program, which includes workshops focused on academic success strategies. For the pilot, the program was restricted to students on academic probation. Because of its success, the program will be expanded to all students in Fall Semester 2017.

During Spring Semester 2017, Student Success also launched a Persistence Task Force, which focuses on developing case management plans for at-risk cohorts of students, connecting them to an advisor who can set them on the right track.

A growing focus and concern for academic advising has been on minimizing the Performance Based Funding metric (PBF) Excess Hours and developing best practices to support timely student progression in light of new or changing University policies, Florida statutes, and legislative budgeting processes. USF Sarasota-Manatee recently hired a FUSE Advisor who recruits and advises students interested in the FUSE articulation program with the local state/community colleges. The Advisor ensures that students register for the right courses at the state/community colleges to reduce excess credit-hour accumulation when they transfer to USF Sarasota-Manatee and approach graduation.

USF Sarasota-Manatee’s Advising Office also continuously monitors its advising services. The 2015-2016 academic year saw a 94.1% increase in the total number of advising appointments. During Spring Semester 2017, access to Advising services was further enhanced by the addition of Skype advising appointments.

Admission to Academic Program

USF

Freshman (First Time in College) application to the University of South Florida from historically underrepresented populations, including multiracial students, totaled 11,580 for Summer/Fall 2016, representing 40% of the total freshman application pool of 28,635. Total 2016 Summer and Fall freshman applications were down by 5.8% compared to 2015. For 2016 applications Hispanics represented 5,681 and Black/African American applications represented 4,504 of the applicant pool combined representing 35.6% of the total applicant pool. Collectively, Hispanic and Black/African American applications reflected a similar downward trend 13% and 3.82% respectively. Applications from Asians totaled 1,615 (5.6%), while 1,031 students not reporting race or ethnicity (3.6%), 63 American Indians and 57 Native Hawaiian/Other Pacific Islanders (<1%) applied for freshman admission to USF.

Offers of freshman admission to students from historically underrepresented populations totaled 4,259 in 2016-17, representing 31.9% of the admitted freshmen cohort. Acceptances offered to Hispanic freshmen represented 2,544 or approximately 19% of all admissions offers. Black/African American freshmen 1,084 (8.1%) were offered admission, as were 1081 Asians (8.1%), 588 multiracial students (4.4%), 18 American Indians and 23

Native Hawaiians/Other Pacific Islanders (<1%). The freshman admit rate for underrepresented populations in 2016-17 was 36.7%, compared to an overall admit rate of 46.6%, despite the presence of “One Florida” which states that state universities are prohibited from incorporating race, ethnicity or gender at the point of admission.

Despite a decreased 2016 applicant pool, measures were taken to expand the opportunities influencing application to admissions conversion rates and maintain or improve admit to enrollment yield rates. The Office of Admissions continued to invite high schools, community-based organizations and students for a campus visit experience; developed and maintained strong positive relationships with high school counselors, community-based organizations, and agencies serving underrepresented students; facilitated admissions workshops and programs informing students and their families. The Office of Admissions remains committed to increasing and enhancing the quality of opportunities for students, building upon recruitment and outreach strategies by influencing marketing materials and hosting events specifically addressing the needs expressed by students and families.

Transfer applications to USF from historically underrepresented populations, including multiracial students, totaled 5,086 for Summer/Fall 2016, representing 38.2% of the total transfer application pool of 13,315. For 2016 applications Hispanics represented 2,366 and Black/African American applications represented 2,198 of the applicant pool combined representing 34.3% of the total applicant pool. Applications from Asians totaled 586 (4%), and 40 American Indians and 26 Native Hawaiian/Other Pacific Islanders (<1%) applied for transfer admission to USF.

Offers of transfer admission to students from historically underrepresented populations totaled 2,982 in 2016-17, representing 36% of the cohort of admitted freshmen. Offers to Hispanic transfer applicants comprised 1,586 or approximately 20% of all admissions offers. Further, 1,095 Black freshmen (13%) were offered admission, as were 406 Asians (5%), 26 American Indians and 15 Native Hawaiians/Other Pacific Islanders (<1%). The transfer admit rate for underrepresented populations in 2015-16 was 22%, compared to an overall admit rate of 61.5%, despite the direction under “One Florida,” where state universities are prohibited from incorporating race, ethnicity or gender at the point of admission.

The Office of Admissions works closely with local Florida College System institutions promoting FUSE. FUSE is an evolving initiative between the University of South Florida (USF) and seven partnering Florida College System institutions providing access for students seeking a four-year baccalaureate degree. FUSE provides students with mapped graduation paths, which incorporate the AA degree track with USF’s four year bachelor’s degree track. The graduation paths ensure a student will experience a positive enrollment experience upon entering USF.

USF St. Petersburg

Freshman applications to USF St. Petersburg from historically underrepresented populations, including multiracial students, totaled 2,810 for Summer/Fall 2016, representing 48.9% of the total applicant pool of 5,752. For 2016, applications from Hispanic students represented 1,328 and applications from Black/African American students represented 982 of the applicant pool. When combined, these applications represent 40.2% of the total applicant pool. Applications for admission from Asian students totaled 188 (3.2%), while 288 (5%) applications were submitted by students self-classified as Two or More Races. Additionally, 13 applications (<1%) were received by American Indian Students and 9 from Native Hawaiian or Pacific Islander students (<1%).

Admissions offers to students from historically underrepresented populations totaled 1,061 for Summer/Fall 2016 or 42.9% of all offers. Leading the cohort, Hispanic students received the largest number of offers of admission at 575 or 23.2%. Other offers included 251 offers to Black/African American students (10%), 122 to students represented as Two or more races (4.9%), 104 to Asian students (4.2%), and 5 to Native Hawaiian or Other Pacific Islander students (<1%). It should be noted that USF St. Petersburg strongly encourages all interested students to apply to USFSP, but that in compliance with One Florida, state universities are prohibited from incorporating race, ethnicity or gender into the admissions review process.

USF Sarasota-Manatee

Freshman applications to USF Sarasota-Manatee from minority populations, including multiracial students, totaled 221 applications for Summer/Fall Semesters 2016, representing 37.6% of the total freshman application pool of 587. This number compares to 235 applications received the previous year, which was 42.6% of the 2015 applicant pool of 552. In 2014 these applications totaled 200, which was 39.4% of the FTIC applicant pool.

For Summer/Fall Semesters 2016 there were 95 applications from Hispanics and 93 applications from Black/African Americans, which represented 32% of the total applicant pool. This can be compared to 2015 which saw 111 applications from Hispanics and 83 from Black/African Americans, which combined to represent 35% of the total applicant pool. Note that the surrounding Sarasota-Manatee community consists of a 20% combined Hispanic and Black/African American population. For 2016 applications from Asians totaled 11 (1.9%), 18 multiracial students (3.1%), and 4 American Indian (<1%). No Native Hawaiian/Other Pacific Islanders applied for freshman admission.

Offers of freshman admission to students from minority populations totaled 54 in Summer/Fall 2016, representing 24.7% of the cohort of admitted freshmen. This is compared to 66 in 2015, which was 38.6% of the admitted pool, and 49 in 2014, which was 28.5% of the admitted pool. Offers to Hispanic freshmen outpaced all other underrepresented cohorts at 28 or 12.8% of all offers. This was a decrease from 2015 with offers to Hispanic freshmen at 41 or 24% of all offers. Fourteen (14) Black freshmen (6.4%) were offered admission (up from 4.1% in 2015), as were 6 Asians (2.7%), 5 multiracial students (2.3%), and 1 American Indian (<1%).

The freshman application-to-admit conversion rate for underrepresented populations for Summer/Fall 2016 semesters was 24.4%, which was down by 3.7% from 28.1% in 2015 but close to even with the 24.5% in 2014. The overall FTIC application-to-admit conversion rate at USF Sarasota-Manatee for Summer/Fall 2016 semesters was 37.3%.

New freshman enrollments from minority populations totaled 21 and represented 20.4% of the entire freshman class in Summer/Fall 2016. This is compared to 26 enrolled FTIC in 2015, which represented 28.9% of the freshman class and 25 enrolled FTIC in 2014 which was 27% of the freshman class. For Summer/Fall 2016 enrolled Hispanic freshmen (12) comprised 11.7% of the cohort, while Blacks (2) comprised 1.9%, Asians (6) 5.8%, American Indian (1) less than 1%, and multiracial students (3) 2.9%.

Transfer applicants to USF Sarasota-Manatee from minority populations attending state and community colleges in the Florida College System (FCS) totaled 100 for Fall Semester 2016, representing 27.4% of the total FCS transfer application pool of 365. This was a decrease from 139 applications in 2015 and 132 applications in 2014. To compare further from five years ago, in Fall 2011, 89 FCS transfers applied from minority populations. Applications from Hispanic transfers outpaced all other cohorts with 43, or 11.8% of the total FCS transfer applications. Transfer applications from Blacks totaled 23 (6.3%), from multiracial students 18 (4.9%), from Asians 14 (3.8%), and 2 from American Indian (0.5%). USF Sarasota-Manatee did not receive any FCS transfer applications from Native Hawaiian/Other Pacific Islanders.

Offers of transfer admission to FCS students from minority populations totaled 74 in Fall 2016, representing 26% of the cohort of admitted FCS transfers. This was a decrease of 21 admits from the previous year which was 95; however, it was close to the 27.3% of FCS transfer admits in 2015. To compare further, for the Fall 2011 cohort 67 offers of transfer admission were made to FCS transfers from minority populations which was 19% of the cohort of admitted FCS transfers. Again, offers to Hispanic FCS transfers outpaced all other minority cohorts at 29 or 10.2% of all offers. Seventeen (17) multiracial FCS transfer students (6%) were offered admission, 15 Black (5.3%), 11 Asians (3.9%), and 1 American Indians (0.4%).

For Fall 2016 the transfer application-to-admit conversion rate for minority populations from state and community colleges in the Florida College System was 74%, compared to an overall admit rate of 78%. This can be compared to the admit rate for this population in 2015 which was 68.3% and an overall admit rate of 76%. For Fall Semester 2011 the transfer admit rate for underrepresented populations from state and community colleges in the Florida College System was 75.3% compared to an overall admit rate of 82%. The decrease in admit rates between 2011 and 2016 can be attributed to USF Sarasota-Manatee accepting only upper-level transfer students until Fall 2012. In addition, lower-level transfer students have additional admission requirements that must be met for consideration (e.g., ACT or SAT score requirements).

New transfer enrollments for Fall 2016 from minority populations totaled 55 and represented 24.9% of the entire FCS transfer cohort. This represented a decrease of 15 enrolled FCS transfers from 2015, which saw 70 enrolled students for 27.1% of the entire FCS transfer cohort. Hispanic transfers comprised 9.5% (n=21) of the cohort, while Blacks comprised 6.8% (n=15), multiracial students 5.9% (n=13), Asians 5% (n=11), and American Indians under 1% (n=1). To compare further, new transfer enrollments for Fall 2011 at USF Sarasota-Manatee from minority populations totaled 55 and represented 19.4% of the entire FCS transfer cohort. The decrease in enrollment at SCF after 2009 is a factor in this decrease in this number.

Additionally, in Summer/Fall 2016 USF Sarasota-Manatee received an additional 142 applications, admitted 89, and enrolled 59 new transfers from minority populations from other (private and non-Florida) two-year and four-year institutions, adding to the overall diversity of the new undergraduate student population. This was an increase from the 125 applications, 49 admits, and 34 enrolled from other transfer institutions in Summer/Fall 2015. Hispanic transfers in this student type category had the largest representation in each stage with 60 applications, 43 admits, and 27 enrolled.

Health Services

USF

Student Health Services (SHS) is an ambulatory-care facility utilizing an integrated care model, combining a wide range of medical, counseling, prevention, and wellness services to help support individual students to be personally and academically healthy and successful. SHS is an appointment-based ambulatory care clinic with a brief-stay day infirmary. SHS does not provide x-ray, dental, or optometry services. Referrals are available to private facilities that provide these services.

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Total SHS Clinic Visits	25,657	24,595	27,771	29,132	28,946	35,745	35,991
Average Daily Visits	103	101	112	119	118	145	145
Individuals Served	10,893	11,077	11,671	12,186	11,734	12,823	12,616

Insurance							
No Insurance	43%	39%	41%	38%	39%	35%	32%
USF Insurance	23%	16%	15%	5%	4%	5%	3%
Private Insurance	34%	45%	44%	57%	57%	60%	65%

Ethnicity							
African American	6%	10%	13%	13%	14%	13%	13%
Hispanic*	3%	6%	3%	1%	0%	0%	13%
Asian	30%	5%	7%	9%	10%	12%	13%
American Indian	0%	0%	0%	0%	0%	0%	0%
Caucasian	29%	49%	66%	69%	68%	64%	52%
Unknown	59%	30%	11%	8%	8%	11%	9%

International Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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*The EPIC medical management system implemented in August 2015 captures Hispanic or Latino Ethnicity. International Students are not currently collected in this medical management system.

USF St. Petersburg

	2012-13 (opened Sep 2012)	2013-14	2014-15	2015-16
Total Clinic Visits	1179	1812	1962	1789
Average Daily Visits	7	8	9	8
Individuals Served	615	839	900	930
Insurance				
No Insurance	48%	36%	34%	35%
USF Insurance	unknown	unknown	unknown	unknown
Private Insurance	52%	64%	66%	65%
Ethnicity				
African American	11%	10%	12%	10%
Hispanic	0%	0%	0%	14%
Asian	6%	6%	5%	5%
American Indian	1%	1%	1%	1%
Caucasian	75%	74%	76%	65%
Unknown	7%	9%	6%	6%
International Students	N/A	N/A	N/A	N/A
Gender				
Female	65%	70%	70%	72%
Male	35%	30%	30%	28%
Unidentified	0%	0%	0%	0%

Over the course of four years, the Wellness Center has seen an increase in the number of total medical visits with the exception of 2015-16. In addition, average daily visits and individuals have seen slight increases over time. The non-insured population saw a sharp decline after year one and then has been steadily hovering in the mid 30's. As the table indicates, there has also been a sharp increase in the number of students served who identify as Hispanic, leading to a decrease in the number of students identifying as Caucasian.

Representation of other groups seems relatively unchanged over time. With regards to gender, similar patterns of usage across time with women representing the majority of our patients, which reflects the gender ratio of the University as a whole.

USF Sarasota-Manatee

Student Visits	2012-13	2013-14	2014-15	2015-16
Total Visits	111	63	115	62
Individuals Served	57	37	61	41

Visits by Ethnicity				
African American	1	1	3	1
Hispanic	0	0	4	5
Asian	2	3	9	7
Caucasian	108	33	45	28
Unknown	0	0	0	0

The Counseling and Wellness Center (CWC), a shared service of the New College of Florida and USF Sarasota-Manatee, provides currently enrolled students with medical services including a range of primary care, referral, and educational services. Medical services are available Monday through Friday from 1:00 -5:00 pm during the fall and spring semesters at the Counseling and Wellness Center. As of January 2017, students can also meet with counselors, either by appointment or by walk-in, on the USF Sarasota-Manatee campus on Wednesdays from 2:00 – 6:00 pm and on Thursdays from 9:00 am – 1:00 pm.

Specialized services such as gynecological visits and immunizations are also available. CWC Website: www.ncf.edu/cwc.

Club and Intramural Athletics

USF

Campus Recreation Equity Report 2016-17										
		B	AI	PI	W	A	H	UNK	Male	Female
Full Time	29	4	0	0	21	0	4	0	18	9
Graduate Assistants	9	1	0	0	5	0	3	0	2	7
Totals	38	5			26	0	7	0	20	16

Program:										
Sport Clubs	8	0		0	7	0	0	1	5	3
Group Fitness	32	2		0	23	1	6	1	3	29
Fitness	48	6		0	29	4	8	7	26	28
Outdoor Recreation	72	9	1	0	42	7	14	0	41	32
Marketing	4	0		0	4				3	1
Facilities	52	12		0	14	4	17	0	20	32
IM Sports	147	35		0	59	12	35	6	102	45
Aquatics	17	0	0	0	15	0	2	1	11	6
Membership Svc	4	0	0	0	3		1		1	3
Totals:	384	64			196	28	83	16	212	179
		16.7%			51.0%	7.3%	21.6%	4.2%	55.2%	46.6%

There is no write-up for USF.

USF St. Petersburg

Campus Recreation Equity Report 2016-2017	Total	B	W	A	H	Other	Male	Female
Full-Time	8	0	8	0	0	0	5	3
Graduate Assistants	1	0	0	1	0	0	1	0
Totals	9	0	8	1	0	0	6	3
Program:								
Sport Clubs	1	0	1	0	0	0	1	0
Intramurals	4	2	2	0	0	0	3	1
Group Fitness	10	0	9	0	1	0	2	8
Personal Training	3	0	3	0	0	0	2	1
Waterfront	17	0	14	1	2	0	9	8
Facilities (Fitness Floor)	19	10	9	0	0	0	13	6
Aquatics	13	0	13	0	0	0	3	10
Member Services	17	6	10	0	1	0	3	14
Summer Camp	16	10	4	0	2	0	7	9
Totals	100	28	65	1	6	0	43	57
		28%	65%	1%	6%	0%	43%	57%

In the Campus Recreation Staff Equity Table, data indicates racial diversity of the Campus Recreation Student staff that reflects the USF St. Petersburg Student Diversity Profile. White students represent 65% of the student staff, while racial and ethnically diverse students make up the remaining 35%. The composition of Black student staff at 28% is significantly higher than the USF St. Petersburg Student Diversity Profile. Additionally, the Campus Recreation Staff Equity table data indicates the male to female ratio 43% to 57%, respectively is higher than the USF St. Petersburg Student Profile of male to female 37% to 63%.

USF Sarasota-Manatee

USF Sarasota-Manatee does not offer intramural athletics at this time.

Student Financial Assistance

USF

University Scholarships & Financial Aid Services (USFAS) provides information and tools to promote college access and affordability, particularly to first-generation and underrepresented students.

- **Pell Grant Eligible students:** In Fall 2016, USF enrolled an undergraduate population that was 40% Pell Grant eligible, demonstrating its commitment to economically disadvantaged students.
- **Early FAFSA:** USFAS launched a marketing campaign to inform students about the new Early FAFSA which became available in October 2016 for the upcoming 2017-18 school year.

- **Study Abroad Grants:** Pell Grant-funded students continue to receive additional funds to support study abroad experiences. To date, 261 Pell Grant funded students have received grants of up to \$1,500 each for Summer 2017.
- **Financial Education Office:** This Office, launched in April 2013, continues to expand its services to encompass a broad range of financial topics relevant to students during college and after their USF experience. During FY17, over 7,900 students were contacted.
 - The Office continues to provide assistance to 270 families of newly admitted, out of state students to help them understand how to pay for their student's education. It also developed an out-of-state budget calculator to help with providing this service.
 - This year the Office expanded its default aversion activities to help move students who were delinquent into repayment. Over 1,500 former students were contacted via telephone. Through these efforts, 116 former students were assisted in bringing their loan payments out of delinquency.
 - The Office also communicated with students with past due balances and students with incomplete financial aid documents were contacted via telephone and assisted in resolving their institutional debt. Over 1,100 students were contacted and 646 students were successfully assisted in paying their bills.
- **College Planning Web Site:** USFAS maintains a college planning website with information and tools for students and their families, especially those who view cost as a barrier in achieving a college degree. The website provides quick links to a number of college planning resources, including college cost calculators, step-by-step financial aid process, information on high school planning nights coordinated by the Hillsborough County Public Schools, and other college planning resources. Professional staff from USFAS conducts many of these sessions. Brief videos are also available to guide students through filing the FAFSA and using USF's OASIS student system.
- **Computer Stations in USFAS Lobby for Assisted Self-Service:** USFAS provides 12 computer stations in the office lobby with staff to assist students and families in completing applications and online forms. This service helps overcome perceived barriers for students and families who may feel overwhelmed by the application process.
- **Spanish Financial Aid Guides and FAFSA Worksheets:** These federal publications are available in Spanish to assist students and their families. In addition, there is a full-time Spanish speaking staff member who assists families upon request.
- **Outreach Programs & Services:** USFAS develops and participates in many outreach programs and services throughout the year to assist students and their families in establishing realistic financial plans for achieving a college education through planning, budgeting and applying early for financial aid.

- **Recruitment:** USFAS participated in numerous events during the year hosted by the Office of Undergraduate Admissions. These events include students who have indicated an interest in attending USF or have already been admitted.
- **Summer Access Programs:** USFAS provides financial aid and financial education presentations to students in the Student Support Services (TRIO) and Upward Bound/College Reach Out. Students in these programs are from underrepresented populations.
- **First Year Retention Committee:** USFAS participated in the work of the First Year Retention Committee with a focus on ensuring that eligible freshmen who started at USF in the Summer or Fall 2015 were able to continue their enrollment for Fall 2016.

USF St. Petersburg

- The USFSP Office of Financial Aid and Scholarships and the Military and Veterans Success Center (MVSC) provide information and tools to promote college access and affordability, particularly to first-generation, underrepresented students and to Veteran students and their families.
- **Pell Grant Eligible Students:** In 2015-16, USFSP enrolled an undergraduate population that was 42% Pell Grant eligible, demonstrating its commitment to economically disadvantaged students. Federal Pell Grant pays up to a total of 24 credit hours in an academic year; therefore, Pell eligible students who attended full-time for in the fall and spring semesters exhausted their Pell Grant eligibility. The USF System offered “Need Based Summer Grants” to USFSP Pell eligible students as a means to financially support economically disadvantaged students during the summer.
- **Study Abroad Grants:** As a second year initiative, additional need-based grants were awarded in Summer 2016 in an effort to make a study abroad experience more affordable, and thus, an option for low income students.
- **College Planning:** The USFSP Office of Financial Aid created a Cost Calculator tool for students and their families to understand the “real” costs associated with attending USFSP. As cost is often viewed as a barrier in achieving a college degree, this budgeting tool provides for a way to plan for school.
- **Computer Stations in the USFSP Office of Financial Aid for Assisted Self-Service:** The USFSP Office of Financial aid provides a computer station within the office for staff to assist students and families in completing applications and online forms. This service helps overcome perceived barriers for students and families who may feel overwhelmed by the application process or who wish to have a more private interaction with staff.
- **Spanish Financial Aid Guides and FAFSA Worksheets:** These federal publications are available in Spanish to assist students and their families. In addition, there is a full-time Spanish speaking staff member to assist families upon request. In addition, there is a full-time Spanish speaking staff member to assist families during Orientations and through one-on-one appointments.
- **Outreach Programs & Services:** The USFSP Office of Financial Aid and Scholarships as well as the Military and Veterans Success Center develop and participate in many outreach programs and services throughout

the year to assist students and their families in establishing realistic financial plans for achieving a college education through planning, budgeting, and applying for financial aid. Pinellas County Schools invites USFSP to participate in high school planning nights along with the Florida Department of Education. Professional staff from the USFSP Office of Financial Aid conducts many of these sessions.

- **Recruitment:** The USFSP Office of Financial Aid participates in numerous events during the year hosted by the USFSP Office of Undergraduate Admissions. These events include students who have indicated an interest in attending USFSP or have already been admitted.
- **FAFSA Frenzy:** On President's Day every year, USFSP promotes and provides one-on-one, guided assistance in the Student Success Center for students and their families who are completing the Free Application for Federal Student Aid (FAFSA). The invitation is extended to anyone in the community who needs more assistance and a hands-on experience.

USF Sarasota-Manatee

Financial Aid at USF Sarasota-Manatee provides information and tools to promote college access and affordability, particularly to first-generation and underrepresented students.

- **Pell Grant Eligible Students:** USF Sarasota-Manatee in 2015-16, enrolled an undergraduate population that was 49% Pell Grant eligible, demonstrating a commitment to economically disadvantaged students.
- **Scholarships:** Need-based foundation scholarships are available and enable underrepresented students the opportunity to apply.
- **Study Abroad Grants:** Study abroad grants and scholarships were awarded in Summer 2016 in an effort to make a study abroad experience more affordable and, thus, an option for low-income students.
- **College Planning Web Site:** USF Sarasota-Manatee's Financial Aid office provides a college planning website with information and tools for students and their families, especially those who view cost as a barrier in achieving a college degree. The website provides quick links to a number of college planning resources including college-cost calculators, step-by-step financial aid processes, information on high school planning nights coordinated by the Sarasota and Manatee County School Districts, the Sarasota Chamber of Commerce, and other college planning resources. USF Sarasota-Manatee's professional staff members conduct many of these sessions. Brief videos are also available to guide students through filing the FAFSA and using the OASIS student system.
- **Computer Stations in the Financial Aid Lobby for Assisted Self-Service:** USF Sarasota-Manatee provides four computer stations in the office lobby with staff to assist students and families in completing applications and online forms. This service helps overcome perceived barriers for students and families who may feel overwhelmed by the application process.
- **Spanish Financial Aid Guides and FAFSA Worksheets:** These federal publications are available in Spanish to assist students and their families. In addition, a full-time Spanish speaking staff member assists families upon request.
- **Outreach Programs & Services:** Admissions & Financial Aid develops and participates in many outreach

programs and services throughout the year to assist students and their families in establishing realistic financial plans for achieving a college education through planning, budgeting and applying early for financial aid.

- **Recruitment:** Admissions & Financial Aid holds numerous events during the year for students who have indicated an interest in attending USF Sarasota- Manatee or have already been admitted.
- **FAFSA (Oct-March):** Financial Aid staff members promote and provide one-on-one guided assistance in the office lobby for students and their families and participates in the Florida College Goal Sunday initiative to assist students and parents in completing the Free Application for Federal Student Aid (FAFSA). In addition, the staff presents FAFSA workshops at local high schools and this year became involved with the Florida FAFSA challenge through Florida College Access Network with the Sarasota School District and Sarasota Chamber of Commerce, as well as the Unidos Now organization.
- **Community Access Programs:** USF Sarasota-Manatee provides financial aid presentations to students in community-sponsored programs such as Take Stock in Children, Unidos Now, Sarasota High Achievers Program, and Community Youth Development programs. These programs serve students from underrepresented populations.

Housing

USF

Housing & Residential Education Statistics	Fall 2016		Fall 2015		Fall 2014		Fall 2013		Fall 2012	
	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
Florida Resident (F+R)	4136	78.69%	4342	77.80%	4346	78.41%	4040	78.78%	4582	83.97%
Out of State (N+E)	478	9.09%	484	8.67%	439	7.92%	423	8.25%	402	7.37%
Out of Country (A)	431	8.20%	555	9.94%	526	9.49%	482	9.40%	382	7.00%
Special Fl. Resident (T)	211	4.01%	200	3.58%	232	4.19%	183	3.57%	91	1.67%
TOTAL STUDENTS	5256	100.00%	5581	100.00%	5543	100.00%	5128	100.00%	5457	100.00%
Male	2221	42.26%	2376	42.57%	2449	44.18%	2194	42.78%	2320	42.51%
Female	3035	57.74%	3205	57.43%	3094	55.82%	2934	57.22%	3137	57.49%
TOTAL STUDENTS	5256	100.00%	5581	100.00%	5543	100.00%	5128	100.00%	5457	100.00%
Asian (5) (formerly Asian or Pacific Islander)	288	5.48%	304	5.45%	290	5.23%	258	5.03%	260	4.76%
Black/non-Hispanic (6) (formerly Black)	613	11.66%	581	10.41%	589	10.63%	527	10.28%	605	11.09%
Hispanic/Latino/Spanish origin (3) (formerly Hispanic)	887	16.88%	1026	18.38%	938	16.92%	851	16.60%	900	16.49%
American Indian/Alaskan Native (4) (formerly same)	5	0.10%	7	0.13%	8	0.14%	8	0.16%	13	0.24%
White, non-Hispanic (8) (formerly White)	2598	49.43%	2718	48.70%	2775	50.06%	2635	51.38%	2994	54.87%
Race and Ethnicity Unknown (2) (formerly unknown)	105	2.00%	73	1.31%	76	1.37%	77	1.50%	67	1.23%
Two or more races (9) (formerly other)	220	4.19%	222	3.98%	223	4.02%	206	4.02%	215	3.94%
Native Hawaiian or Other Pacific Islander (7) (new category)	10	0.19%	10	0.18%	11	0.20%	10	0.20%	10	0.18%
Non-Resident Alien (1) (new category)	530	10.08%	640	11.47%	633	11.42%	556	10.84%	393	7.20%
TOTAL STUDENTS*	5256	100.00%	5581	100.00%	5543	100.00%	5128	100.00%	5457	100.00%
New Freshmen	2168	41.25%	2489	44.60%	2447	44.15%	2314	45.12%	2564	46.99%
Returning Freshmen	122	2.32%	104	1.86%	87	1.57%	53	1.03%	148	2.71%
New Sophomore	631	12.01%	691	12.38%	715	12.90%	677	13.20%	560	10.26%
Returning Sophomore	807	15.35%	721	12.92%	678	12.23%	614	11.97%	780	14.29%
New Junior	229	4.36%	258	4.62%	293	5.29%	278	5.42%	252	4.62%
Returning Junior	571	10.86%	495	8.87%	521	9.40%	434	8.46%	580	10.63%
New Senior	14	0.27%	6	0.11%	17	0.31%	23	0.45%	23	0.42%
Returning Senior	434	8.26%	447	8.01%	420	7.58%	347	6.77%	347	6.36%

New Grad	19	0.36%	24	0.43%	27	0.49%	27	0.53%	41	0.75%
Returning Grad	13	0.25%	9	0.16%	12	0.22%	11	0.21%	13	0.24%
Non Degree Seeking	248	4.72%	337	6.04%	326	5.88%	350	6.83%	149	2.73%
TOTAL STUDENTS	5256	100.00%	5581	100.00%	5543	100.00%	5128	100.00%	5457	100.00%

Under 18	306	5.82%	255	4.57%	281	5.07%	264	5.15%	282	5.17%
18	2629	50.02%	2875	51.51%	2935	52.95%	2744	53.51%	2961	54.26%
19	1310	24.92%	1376	24.66%	1241	22.39%	1096	21.37%	1346	24.67%
20	514	9.78%	521	9.34%	508	9.16%	461	8.99%	329	6.03%
21	279	5.31%	285	5.11%	267	4.82%	274	5.34%	199	3.65%
22	96	1.83%	109	1.95%	124	2.24%	117	2.28%	118	2.16%
23+	121	2.30%	159	2.85%	176	3.18%	165	3.22%	222	4.07%
Unknown	1	0.02%	1	0.02%	11	0.20%	7	0.14%	0	0.00%
TOTAL STUDENTS	5256	100.00%	5581	100.00%	5543	100.00%	5128	100.00%	5457	100.00%

New FTICs (Summer or Fall)	2858	54.38%	3311	59.33%	3234	58.34%	3044	59.36%	3060	56.07%
New Transfers (Summer or Fall)	221	4.20%	178	3.19%	276	4.98%	259	5.05%	339	6.21%
New Graduate Student (Summer or Fall)	16	0.30%	23	0.41%	32	0.58%	34	0.66%	41	0.75%
Returning Students	1950	37.10%	1779	31.88%	1718	30.99%	1479	28.84%	1868	34.23%
Non-Degree Seeking	211	4.01%	290	5.20%	283	5.11%	312	6.08%	149	2.73%
TOTAL STUDENTS	5256	100.00%	5581	100.00%	5543	100.00%	5128	100.00%	5457	100.00%

Summer FTIC Enrolled	1594		1475		1278		1048		1092	
Fall FTIC Enrolled	2465		2630		2930		2947		2761	
Total FTIC Enrolled	4059		4105		4208		3995		3853	
Fall & Summer FTIC Admits Housed for Fall	2858	70.41%	3311	80.66%	3234	76.85%	3044	76.20%	3060	79.42%

FTICs from Hillsborough/Pasco/Pinellas	1552		1430		1686		1552		1490	
FTIC from outside 3 county area	2507		2675		2487		2443		2394	
# housed from H/P/P	643	41.43%	726	50.77%	807	47.86%	693	44.65%	741	49.73%
# housed from outside 3 county area	2215	88.35%	2585	96.64%	2427	97.59%	2351	96.23%	2319	96.87%

USF St. Petersburg

Housing & Residential Education Statistics	Fall 2016		Fall 2015		Fall 2014		Fall 2013		Fall 2012	
	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
Florida Resident (F+R)	660	93.09%	608	94.12%	473	92.56%	512	92.92%	568	94.82%
Out of State (N+E)	45	6.35%	23	3.56%	19	3.72%	22	3.99%	15	2.50%
Out of Country (A)	1	0.14%	10	1.55%	11	2.15%	11	2.00%	9	1.50%
Special Fl. Resident (T)	3	0.42%	5	0.77%	8	1.57%	6	1.09%	7	1.17%
TOTAL STUDENTS	709	100.00%	646	100.00%	511	100.00%	551	100.00%	599	100.00%
Male	241	33.99%	229	35.45%	169	33.07%	193	35.03%	257	42.90%
Female	468	66.01%	417	64.55%	342	66.93%	358	64.97%	342	57.10%
TOTAL STUDENTS	709	100.00%	646	100.00%	511	100.00%	551	100.00%	599	100.00%
Asian	20	2.82%	14	2.17%	5	0.99%	21	3.81%	22	3.67%
Black/non-Hispanic	91	12.83%	74	11.46%	59	11.73%	67	12.16%	84	14.02%
Hispanic/Latino/Spanish	149	21.02%	129	19.97%	100	19.88%	87	15.79%	114	19.03%
American Indian/Alaskan Native	3	0.42%	1	0.15%	0	0.00%	0	0.00%	0	0.00%
White, non-Hispanic	383	54.02%	364	56.35%	296	58.85%	345	62.61%	350	58.43%
Race and Ethnicity Unknown	20	2.82%	14	2.17%	3	0.60%	7	1.27%	7	1.17%
Two or more races	42	5.92%	44	6.81%	34	6.76%	24	4.36%	18	3.01%
Native Hawaiian or Other Pacific Islander	0	0.00%	2	0.31%	2	0.40%	0	0.00%	2	0.33%
Non-Resident Alien	1	0.14%	4	0.62%	4	0.80%	0	0.00%	2	0.33%
TOTAL STUDENTS*	709	100.00%	646	100.00%	503	100.00%	551	100.00%	599	100.00%
Under 18	41	5.78%	103	15.94%	80	15.66%	59	10.71%	70	11.69%
18	390	55.01%	332	51.39%	244	47.75%	297	53.90%	370	61.77%
19	154	21.72%	120	18.58%	102	19.96%	129	23.41%	93	15.53%
20	71	10.01%	51	7.89%	46	9.00%	41	7.44%	42	7.01%
21	33	4.65%	24	3.72%	18	3.52%	19	3.45%	15	2.50%
22	13	1.83%	4	0.62%	17	3.33%	4	0.73%	3	0.50%
23+	7	0.99%	12	1.86%	4	0.78%	2	0.36%	6	1.00%
TOTAL STUDENTS	709	100.00%	646	100.00%	511	100.00%	551	100.00%	599	100.00%

In the 2016-2017 academic year, USF St. Petersburg's housing residents were 66.01% female and 33.99% male. There was a 1.46% increase in the number of female-identifying residents compared to the 2015-2016 academic year. Residential students from Florida made up 93.09% of all residents. The racial and ethnic make-up of residents has shown a diverse residential population. Students who identify as White make up 54.02%, 12.83% identify as Black/Non-Hispanic, which is an increase of 1.37% from the previous year. USFSP also saw a 1.05% increase in the number of students who identify as Hispanic, representing 21.02% of the residential population. Residents who identify as Two or more races make up 5.92% of the total residential population. The diversity of the student body at USFSP is represented in the residential student population.

USF Sarasota-Manatee

USF Sarasota–Manatee does not offer on-campus housing at this time.

Student Employment

USF

Office of Student Affairs & Student Success

Total Number of Students Employees	1572	
Sex		
Females	874	55.6%
Males	698	44.4%

Ethnic Group		
African American/Black	347	22.1%
Asian	139	8.8%
Hispanic	303	19.3%
White	772	49.1%
American Indian	4	0.3%
Pacific	5	0.3%
Two or More	0	0.0%
Not specified	2	0.1%

USF St. Petersburg

Student employment at USF St. Petersburg is a collaborative endeavor between the Career Center, Financial Aid, and Human Resources departments. In 2016, all student employment positions were moved into the Career Center's online job board, so students would have one single location to use in all their job searches as a student. The Student Employment Workgroup is working to improve processes for recruiting, hiring and supervising student employees. They are creating new training opportunities for supervisors and student employees to increase employability skills and career readiness in students.

USF Sarasota-Manatee

Total Number of Students Employees	66	
Sex		
Females	41	62.1%
Males	25	37.9%

Ethnic Group		
African American/Black	3	4.5%
Asian	6	9.1%
Hispanic	13	19.7%
White	39	59.1%
American Indian Pacific	0	
Two or More	1	1.5%
Non-Resident Alien	2	3%
Not specified	2	3%

Educational and Work Environment

USF

The University provides a competitive and comprehensive learning experience for undergraduate and graduate students to include both academic rigor and out of classroom learning opportunities. The broad range of activities, programs, services and facilities are designed to enrich holistic development by providing the resources and services to assist students in achieving their educational, personal, and professional goals. The out-of-class learning opportunities are intentional, strategic, and measurable, all directly relating to student learning outcomes. Out-of-class learning opportunities include volunteer positions through student organizations and student employment experiences, which contribute to retention, skill enhancement, career development, and future job placement. Student Affairs & Student Success focuses its work on both academic and out-of-class learning opportunities, and is committed to student success through personal, social, civic, leadership, physical, character and intellectual development of students. As educational advocates, USF partners strategically with administration, faculty, staff and other University and community stakeholders to ensure that students enter, persist, excel, and graduate prepared to find their place in the workforce and enter the most competitive graduate and professional schools. Student Affairs & Student Success is consistent in the programs and services provided to students and remain on the cusp of ground-breaking innovation contributing to the success of each student at the University of South Florida.

USF St. Petersburg

The University offers an excellent education and valuable out-of-class opportunities, which support the personal growth and development of students through engagement, leadership, wellness and student employment experiences. The Division of Student Affairs focuses on the co-curricular by creating dynamic learning experiences in an inclusive community. These experiences build the personal, social, civic, leadership, cultural, physical, character, and intellectual development of the students.

For example, this year the University implemented a new online career services management system, Handshake, to allow new and deeper connection between students and potential employers and better assessment of applicant/user data to be able to identify trends in populations. The institution has taken steps to create more internship opportunities through: gradually increasing staff; employment of more internship coordinators; development of a partnership with the Career Center and local universities; and a relationship with the St. Petersburg Chamber of Commerce, which provides internship seminars for local employers.

Next year USFSP plans to purchase and install software needed to collect additional information regarding student employment, internship placement, and career placements.

USF Sarasota-Manatee

The University offers both an excellent academic education and valuable “field” opportunities. Co-curricular and student employment experiences support the holistic development of students by providing opportunities for the development of soft skills, as well as, the opportunity for students to network and develop important connections and mentoring relationships. Academic and Student Affairs provides critical support services to enrich the student experience, promote student learning; encourage intellectual, social, and personal development; and to advocate for policies and programs that empower students to reach their personal, educational, and professional goals.

During the Summer of 2016, Academic Advising at USF Sarasota-Manatee transitioned from a traditional academic advising model to a career advising model. The University hired a team of industry professionals to advise students around not only their course selection, but also career networks, experiences, and credentials needed to achieve career success upon graduation.

Financial aid revamped the work-study program over the past year and rebranded those experiences as on-campus internships, partnering with faculty to add additional research opportunities for students.

USF Sarasota-Manatee has also added service learning experiences to the menu of course offerings for students, and recently integrated the Service Learning Coordinator role with the Internship Coordinator role to synchronize better these two areas. Recognizing that the campus environment continually offers new challenges and requires fresh strategies to address the needs of a diverse student population, Student Success at USF Sarasota-Manatee continues to measure and assess these efforts on an ongoing basis.

Effectiveness in Enrollment (Part III. E)

The USF System evaluates the overall effectiveness in enrollment equity in the reporting year. Accolades, statistical achievement, and other pertinent items covered in this section, as well as, with areas for improvement and timetables to achieve the improvement, will be identified in this section.

USF

USF has institutionalized student success by integrating it broadly into the campus culture. USF's student success initiatives have been strategic and intentional in an effort to ensure the success of all students. It is USF's goal to increase retention and graduation rates, ultimately assisting students to progress toward degree completion in a timely manner. USF has continued to monitor and evaluate performance based on performance outcomes and adjustments have yielded an increase in graduation rates over the last five years. USF has become more innovative and creative in its advising models by utilizing cutting-edge technology, which allows for more efficient, evidenced-based decisions.

It is USF's goal to maintain a robust teaching and learning environment that is conducive to producing diverse global leaders prepared for high-demand, highly-skilled, highly-paid jobs and equipped for the most competitive graduate and professional schools across the nation and around the world. USF is proud to be one of the most diverse campuses in the State of Florida, with an undergraduate population of more than 40% Pell Grant recipients. USF takes pride in offering university access that is affordable and diverse.

USF continues to take pride in the ongoing elimination of the completion gap by race, ethnicity, and socio-economic status, and now Black and Hispanic students are completing their degrees at higher rates. While this is still not a nationwide phenomenon, it is one that remains purposeful in its efforts. USF embraced a case management approach to identify students most at-risk of not persisting through a predictive analytics platform, and developed intervention strategies accordingly. The efforts have resulted in dramatic changes. Overall, six-year graduation rates for all students have increased from 51% to 68% in the last five years.

At the graduate level, there have been increases in both Black and Hispanic student enrollment, but declines in both Asian and White student enrollment. Graduate enrollment in general has experienced a decline in enrollment, yet USF is confident in its strategic goals and initiatives to increase enrollment, while also increasing minority students in its graduate programs. The goal for graduate enrollment is to enhance both domestic and international recruitment, enrollment and retention efforts that provide the academic and professional experiences that prepare students for the work in a global society.

USF St. Petersburg

USF St. Petersburg has seen an increase in overall FTIC numbers from 532 in the Fall of 2011 to 616 in the Fall of 2016. The number of White students has decreased by 3.8% during that time with non-White students increasing slightly across all groups. Full-time transfer students have increased from 371 in the Fall of 2011 to 405 in the Fall of 2016. The number of White transfer students has decreased by 7.7% during that time with non-White transfer students increasing slightly across all groups.

USF Sarasota-Manatee

The Spring 2017 administration of the Higher Education Research Institute's Center for Institutional Research Program (CIRP) College Senior Survey revealed the following results for USF Sarasota-Manatee graduating students:

- On a scale of 1-4 (Strongly Agree to Strongly Disagree), 83.5% of students agreed or strongly agreed that the “institution has contributed to their knowledge of people from different races/cultures” (mean = 3.15).
- On a scale of 1-5 (Very Satisfied to Very Dissatisfied), 73.4% of students were very satisfied or satisfied with the racial/ethnic diversity of the student body (mean = 3.99). This is an increase from 66% in 2016.
- On a scale of 1-5 (Very Satisfied to Very Dissatisfied), 80% of students were very satisfied or satisfied with the college's respect for the expression of diverse beliefs (mean = 4.10). This marks an increase from 73% in 2016.

Part IV. Gender Equity in Intercollegiate Athletics (A, B, & C)

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 national governing body for collegiate sailing is the Inter-Collegiate Sailing Association (ICSA). The University's Women's Sailing program does not belong to a conference, but competes nationally each year. USF Athletics announced the addition of its 20th Varsity sport (11th Women's) - Rowing. This current assessment determined that sports offerings by gender are equitable.	
2. Participation rates, male and female, compared with full-time undergraduate enrollment	The difference between the University's female undergraduate enrollment ratio and the Athletics' participation ratio for females was 2.4% for AY 2015-2016 and shows a substantial proportionality for that academic year. The University's 2015- 2016 female undergraduate enrollment ratio was 55.2% and the female athletics participation ratio was 52.8%. This current assessment is determined to be equitable.	
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 is housed in a state-of-the-art basketball practice facility with identical accommodations for each team. Furthermore, women's and men's basketball share the 10,000 seat USF Sun Dome located within the Athletics District. The Sun Dome underwent a \$35.6M renovation in 2012. The women's and men's golf programs are in the 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 Sun Dome Corral for women's volleyball. Additionally, 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. Women's and men's track and field and cross country compete in a refurbished track facility featuring the same track surface used in the 2008 Summer Olympics. Softball and baseball have their own state-of-the-art facilities for competition on campus. The sailing facility is located on the USF St. Petersburg campus with access to boats, etc. A locker room in the Sun Dome is provided for all sailors. This current assessment is determined to be equitable.	

Element	Assessment	Area for improvement? (check if yes, and describe on form below)
4. Scholarship offerings for athletes	USF provides the maximum NCAA permissible limits of scholarships for each sport. However, the governing body for collegiate sailing does not permit athletic-based grants-in-aid and therefore, athletes who participate in sailing do not receive funding but are operationally supported by the Athletics Department, which includes traveling, academic support, and other student services. This current assessment is determined to be equitable.	
5. Funds allocated for:		
a) the athletic program as a whole	Resources allocated for women's sports programs are comparable to that of their male counterparts. Both women's and men's programs are provided with all the necessary resources to be competitive in the American Athletic Conference. This current assessment is determined to be equitable.	
b) administration	Funds allocated to administrative services are equitably distributed between men's and women's programs. This current assessment is determined to be equitable.	
c) travel and per diem allowances	Per Diem allowances are standard for the department and mode and method of travel is 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 University athletic programs is that teams fly to out-of-state competitions and travel by bus or van within state. This current assessment is 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 current assessment is determined to be equitable.	
e) comparable coaching	Experience and number of coaches available in the women's programs are comparable to their male counterparts. Additionally, in 2015, USF hired a female head tennis coach to replace a male coach and the team saw exceptional success over each year. This current assessment is determined to be equitable.	

Element	Assessment	Area for improvement? (check if yes, and describe on form below)
f) publicity and promotion	The Athletic Department's Marketing and Communication staff employs nine full-time staff members, as well as, interns and student assistants. Publicity and promotion for 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 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. This current assessment is determined to be equitable.	
g) other support costs	N/A	
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. Two full-time staff members are assigned to assist coaches with equipment ordering, maintenance and repair. This current assessment is determined to be equitable.	
7. Scheduling of games and practice times	Teams who 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 determined to currently be equitable.	
8. Opportunities to receive tutoring	A full-time employee supervises a staff of approximately 70 qualified student tutors. This group of tutors assist student-athletes in every possible course from entry-level Math, English, and Science courses to upper-level courses required for their major. All tutors attend 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 current assessment is determined to be equitable.	

Element	Assessment	Area for improvement? (check if yes, and describe on form below)
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 current assessment is determined to be equitable.	
10. Medical and training services	There is a complete sports medicine clinic in the Lee Roy Selmon Athletics Center as well as one in the Sun Dome. All student-athletes have equal access to treatment and medical care as needed. A certified licensed athletic trainer is assigned to each sport. USF has an extensive partnership with USF Health allowing for top-notch medical care, including surgeries and day-to-day care for all student-athletes. This current assessment is 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 on an equal basis. Additionally, the University has a great dining hall that has nutritional offerings (Champions Choice), which is open to all students and located adjacent to the Sun Dome. All student-athletes receive breakfast during the week at Champions Choice, as provided by the Athletic Department, regardless of whether or not the student-athlete has a meal plan. 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 current assessment is determined to be equitable.	

Table 2. Sex Equity in Athletics – Areas for Improvement

Areas for improvement	Program for improvement	Timetable
Athletics Participation	Female Sports	On-going
Salaries	All Sports	On-going
Roster Management	All Sports	On-going
Female Participation	Female Sports (announced adding of Rowing)	On-going

Check below for assuring that the University is in Compliance with the Florida Educational Equity Act:

- Accommodation of Interest and Abilities
- Substantial Proportionality
- History and Practice of Expansion of Sports

Part V. Employee Representation

Table 1: Category Representation: Tenured Instructional Faculty

USF System												
Table 1a. Category Representation – Tenured Faculty												
Indicator	NRA	A	AI/AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2016	23	102	3	36	47	600	0	2	2	276	539	815
Fall 2015	13	102	3	38	43	602	0	2	0	274	529	803
Percentage Change from Fall 2015 to Fall 2016	76.9%	0.0%	0.0%	-5.3%	9.3%	-0.3%	N/A	0.0%	N/A	0.7%	1.9%	1.5%
Fall 2011	0	73	4	37	44	594	0	1	2	252	503	755
Percentage Change from Fall 2011 to Fall 2016	N/A	39.7%	-25.0%	-2.7%	6.8%	1.0%	N/A	100.0%	0.0%	9.5%	7.2%	7.9%
Area for improvement, compared with national standards? (Check is yes)												
Source: IPEDS Human Resources 2015 and IPEDS Human Resources & year Preliminary Data.												
IPEDS Human Resource 2015-2016 and 2015-2016, instructional faculty only. Does not include Research or Public Service only faculty.												

As shown in Table 1a, tenured faculty members increased by 1.5% from the previous academic year and 7.9% during 2011-2016. Females represent 33.8% (276) of all tenured faculty members in the current academic year which is a slight decrease in the previous academic year where they represented 34%. While the percentages for Asian, American Indian/Alaskan Native, and Two or more races did not have a change from 2015 to 2016 academic year, Black and White decreased by 5.3% and .03% respectively. Non-Resident Alien (International) increased 76.9% and Hispanic by 9.3%.

Currently, the USF System tenured faculty racial/ethnic composition is 73.6% White, 12.5% Asian, 5.8% Hispanic, 4.4% Black, 2.8% Non Resident Alien (International), .37% American Indian/Alaskan Native, and 0.25% Two or more races.

The analyses of the three USF institutions are discussed in the following narratives for each institution.

USF												
Table 1b. Category Representation – Tenured Faculty												
Indicator	NRA	A	AI/AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2016	20	93	3	33	39	536	0	1	2	237	490	727
Fall 2015	11	92	3	35	36	535	0	1	0	235	478	713
Percentage Change from Fall 2015 to Fall 2016	81.8%	1.1%	0.0%	-5.7%	8.3%	0.2%	N/A	0.0%	N/A	0.9%	2.5%	2.0%
Fall 2011	0	68	4	34	36	528	0	1	0	220	451	671
Percentage Change from Fall 2011 to Fall 2016	N/A	36.8%	-25.0%	-2.9%	8.3%	1.5%	N/A	0.0%	N/A	7.7%	8.6%	8.3%
Area for improvement, compared with national standards? (Check is yes)												
Source: IPEDS Human Resources 2015 and IPEDS Human Resources & year Preliminary Data.												
IPEDS Human Resource 2015-2016 and 2015-2016, instructional faculty only. Does not include Research or Public Service only faculty.												

Table 1b shows the profile of faculty with tenure. Figures in the chart indicate a slight increase in the percentage of female tenured faculty members from Fall 2016 compared to Fall 2015 (0.9%). Overall, the percentages of the tenured faculty who are women has remained relatively stable – 32.6% in 2016, 33.0% in 2015, and 32.8% in 2011. The percentage of non-White faculty was 26.3% in 2016; this represents a minor increase from 2015 (25.0%) and a more substantive increase compared to 2011 (21.3%).

USF St. Petersburg												
Table 1c. Category Representation – Tenured Faculty												
Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2016	2	5	0	1	8	47	0	1	0	26	38	64
Fall 2015	1	6	0	1	7	51	0	1	0	27	40	67
Percentage Change from Fall 2015 to Fall 2016	100.0%	-16.7%	N/A	0.0%	14.3%	-7.8%	N/A	0.0%	N/A	-3.7%	-5.0%	-4.5%
Fall 2011	0	3	0	2	6	46	0	0	1	21	37	58
Percentage Change from Fall 2011 to Fall 2016	N/A	66.7%	N/A	-50.0%	33.3%	2.2%	N/A	N/A	-100.0%	23.8%	2.7%	10.3%
Area for improvement, compared with national standards? (Check is yes)												
Source: IPEDS Human Resources 2015 and IPEDS Human Resources & year Preliminary Data.												
IPEDS Human Resource 2015-2016 and 2015-2016, instructional faculty only. Does not include Research or Public Service only faculty.												

The percentage of tenured female faculty indicate a slight decrease by 3.7% from the previous reporting year but an increase of 21% from 2011. Two tenured female faculty retired in 2016 and one female faculty member was granted tenure in 2016. The number of tenured faculty of color at USFSP is of concern. While the percentage of Blacks and Two or more races remained unchanged from 2015 to 2016 academic year, Black tenured faculty has decreased by 50% since 2011. Asian faculty decreased by 16.7%, Hispanic faculty increased by 14.3% and Non Resident alien faculty increased by 100%. The number of White faculty members decreased slightly by 7.8%.

USF Sarasota-Manatee												
Table 1d. Category Representation – Tenured Faculty												
Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2016	1	4	0	2	0	17	0	0	0	13	11	24
Fall 2015	1	4	0	2	0	16	0	0	0	12	11	23
Percentage Change from Fall 2015 to Fall 2016	0.0%	0.0%	N/A	0.0%	N/A	6.3%	N/A	N/A	N/A	8.3%	0.0%	4.3%
Fall 2011	0	1	0	0	0	12	0	0	0	7	6	13
Percentage Change from Fall 2011 to Fall 2016	N/A	300.0%	N/A	N/A	N/A	41.7%	N/A	N/A	N/A	85.7%	83.3%	84.6%
Area for improvement, compared with national standards? (Check is yes)												
Source: IPEDS Human Resources 2015 and IPEDS Human Resources & year Preliminary Data.												
IPEDS Human Resource 2015-2016 and 2015-2016, instructional faculty only. Does not include Research or Public Service only faculty.												

The tenured faculty has grown 84.6% from Fall 2011 to Fall 2016, but the actual numbers are still small. Over those five years, USF Sarasota-Manatee increased its non-White tenured faculty numbers from 1 to 6 and its female tenured faculty from 7 to 13. The White faculty made up 92% of those tenured in 2011 versus 70% in 2016.

Table 2: Category Representation –Tenure Track Instructional Faculty

USF System												
Table 2a. Category Representation – Tenure-Track Faculty												
Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2016	54	50	1	20	24	177	0	1	2	163	166	329
Fall 2015	57	50	1	16	22	183	0	2	0	161	170	331
Percentage Change from Fall 2015 to Fall 2016	-5.3%	0.0%	0.0%	25.0%	9.1%	-3.3%	N/A	-50.0%	N/A	1.2%	-2.4%	-0.6%
Fall 2011	46	60	0	23	19	235	0	2	2	174	213	387
Percentage Change from Fall 2011 to Fall 2016	17.4%	-16.7%	N/A	-13.0%	26.3%	-24.7%	N/A	-50.0%	0.0%	-6.3%	-22.1%	-15.0%
Area for improvement, compared with national standards? (Check is yes)												
Source: IPEDS Human Resources 2015 and IPEDS Human Resources & year Preliminary Data.												
IPEDS Human Resource 2015-2016 and 2015-2016, instructional faculty only. Does not include Research or Public Service only faculty.												

Table 2a indicates there was a 15% decrease of tenure-track faculty between 2011-2016 academic years. Although there was a decrease in female tenure-track faculty during the five year period of 6.3%, there was an increase of females by 1.2% during AY 2014-2015. During the Fall of 2016 females comprised 49.5% of all tenure track faculty.

With respect to racial/ethnic categories 53.8% of tenure track faculty are White, 16.4% Non Resident Alien (International), 15.2% Asian, 7.3% Hispanic, 6.1% Black, less than one percent are American Indian/Alaskan Native and Two or more races, and no faculty members representing Native Hawaiian/Other Pacific Islander. During the 2015-2016 academic year there was an increase of 25% in Black faculty members on tenured track and an increase of Hispanic by 9.1%.

The analyses of the three USF institutions are discussed in the following narratives for each institution.

USF												
Table 2b. Category Representation – Tenure-Track Instructional Faculty												
Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2016	49	46	1	15	18	141	0	1	2	133	140	273
Fall 2015	54	47	1	14	16	153	0	2	0	135	152	287
Percentage Change from Fall 2015 to Fall 2016	-9.3%	-2.1%	0.0%	7.1%	12.5%	-7.8%	N/A	-50.0%	N/A	-1.5%	-7.9%	-4.9%
Fall 2011	37	54	0	19	13	183	0	2	1	134	175	309
Percentage Change from Fall 2011 to Fall 2016	32.4%	-14.8%	N/A	-21.1%	38.5%	-23.0%	N/A	-50.0%	100.0%	-0.7%	-20.0%	-11.7%
Area for improvement, compared with national standards? (Check is yes)												
Source: IPEDS Human Resources 2015 and IPEDS Human Resources & year Preliminary Data.												
IPEDS Human Resource 2015-2016 and 2015-2016, instructional faculty only. Does not include Research or Public Service only faculty.												

Table 2b focuses on trends among tenure-track faculty. Calculations (not shown in the chart) from Fall 2016, Fall 2015, and Fall 2011 reveal increases (48.7%, 47.0%, 43.4% respectively) in the percentage of female faculty. Over the period Fall 2011–Fall 2016, decreases in the numbers of faculty are shown (in descending order) for Black, White, and Asian faculty, while increases are shown for Hispanic and Non Resident Alien faculty. However, the actual number of tenure track faculty declined 4.9% from 2015 and 11.7% from 2011, indicative of the financial challenges facing SUS institutions during this period that led to diminished hiring of new faculty. It is notable, therefore, that the overall percentage of non-White faculty increased from 40.8% in Fall 2011 to 48.4% in Fall 2016.

USF St. Petersburg												
Table 2c. Category Representation – Tenure-Track Instructional Faculty												
Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2016	2	3	0	3	4	23	0	0	0	21	14	35
Fall 2015	2	2	0	1	4	21	0	0	0	19	11	30
Percentage Change from Fall 2015 to Fall 2016	0.0%	50.0%	N/A	200.0%	0.0%	9.5%	N/A	N/A	N/A	10.5%	27.3%	16.7%
Fall 2011	6	3	0	1	3	12	0	0	0	13	12	25
Percentage Change from Fall 2011 to Fall 2016	-66.7%	0.0%	N/A	200.0%	33.3%	91.7%	N/A	N/A	N/A	61.5%	16.7%	40.0%
Area for improvement, compared with national standards? (Check is yes)												
Source: IPEDS Human Resources 2015 and IPEDS Human Resources & year Preliminary Data.												
IPEDS Human Resource 2015-2016 and 2015-2016, instructional faculty only. Does not include Research or Public Service only faculty.												

The percentage of tenure-track female faculty increased by 10.5% from the previous year and 61.5% from 2011. Strategic Plan implementation efforts and recruitment efforts have resulted in an increased diversity of faculty. The percentage of Black faculty has increased by 200% from the previous year and 200% since 2011. Asian faculty increased by 50%, Hispanic and Non Resident Alien faculty percentages remained the same from 2015 to 2016. Also, minority post-doc program recruitment began Spring 2016, which aimed at hiring and mentoring minority faculty over the next few years.

USF Sarasota-Manatee												
Table 2d. Category Representation – Tenure-Track Instructional Faculty												
Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2016	3	1	0	2	2	13	0	0	0	9	12	21
Fall 2015	1	1	0	1	2	9	0	0	0	7	7	14
Percentage Change from Fall 2015 to Fall 2016	200.0%	0.0%	N/A	100.0%	0.0%	44.4%	N/A	N/A	N/A	28.6%	71.4%	50.0%
Fall 2011	0	2	0	2	0	19	0	0	1	13	11	24
Percentage Change from Fall 2011 to Fall 2016	N/A	-50.0%	N/A	0.0%	N/A	-31.6%	N/A	N/A	-100.0%	-30.8%	9.1%	-12.5%
Area for improvement, compared with national standards? (Check is yes)												
Source: IPEDS Human Resources 2015 and IPEDS Human Resources & year Preliminary Data.												
IPEDS Human Resource 2015-2016 and 2015-2016, instructional faculty only. Does not include Research or Public Service only faculty.												

USF Sarasota-Manatee increased its tenure-track faculty by 7 in Fall 2016. Of the 7, one of the hires is Black and two are female. The total number of tenure-track faculty at USF Sarasota-Manatee is still 12.5% lower than it was in 2011. In Fall 2011, 79% of the tenure-track faculty was White. That figure dropped to 63% in Fall 2016.

Table 3: Category Representation: Faculty not on Tenure Track Instructional or Faculty Employed at a Non-Tenure-Granting University

USF System												
Table 3a. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities												
Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2016	42	67	1	36	92	532	0	2	2	414	360	774
Fall 2015	45	68	1	34	83	518	0	1	1	402	349	751
Percentage Change from Fall 2015 to Fall 2016	-6.7%	-1.5%	0.0%	5.9%	10.8%	2.7%	N/A	100.0%	100.0%	3.0%	3.2%	3.1%
Fall 2011	26	37	2	26	49	356	1	4	0	263	238	501
Percentage Change from Fall 2011 to Fall 2016	61.5%	81.1%	-50.0%	38.5%	87.8%	49.4%	-100.0%	-50.0%	N/A	57.4%	51.3%	54.5%
Area for improvement, compared with national standards? (Check is yes)												
Source: IPEDS Human Resources 2015 and IPEDS Human Resources & year Preliminary Data.												
IPEDS Human Resource 2015-2016 and 2015-2016, instructional faculty only. Does not include Research or Public Service only faculty.												

As observed in Table 3a, there was an increase in non-tenure track faculty of 54.5% during the 2011-2016 academic years and 3.1% during the 2014-2015 academic year. Females represented 53.5% of all non-tenure track faculty during the 2015-2016 academic year. With the exception of persons identifying as Non Resident Alien (International), all race/ethnicity categories increased faculty members that are non-tenure earning. During the 2015-2016 academic year non-tenure earning faculty racial/ethnic breakdown are represented as follows: White 68.7%, Hispanic 11.9%, Asian 8.7%, Black 4.7%, American Indian/Alaskan Native, Two or more races and Race not reported represented less than one percent each. Native Hawaiian/Other Pacific Islander has no representation.

The analyses of the three USF institutions are discussed in the following narratives.

USF												
Chart 3b. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities												
Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2016	35	59	1	33	90	477	0	2	2	376	323	699
Fall 2015	39	60	1	31	79	458	0	1	1	356	314	670
Percentage Change from Fall 2015 to Fall 2016	-10.3%	-1.7%	0.0%	6.5%	13.9%	4.1%	N/A	100.0%	100.0%	5.6%	2.9%	4.3%
Fall 2011	24	32	2	23	48	310	1	3	0	230	213	443
Percentage Change from Fall 2011 to Fall 2016	45.8%	84.4%	-50.0%	43.5%	87.5%	53.9%	-100.0%	-33.3%	N/A	63.5%	51.6%	57.8%
Area for improvement, compared with national standards? (Check is yes)												
Source: IPEDS Human Resources 2015 and IPEDS Human Resources & year Preliminary Data.												
IPEDS Human Resource 2015-2016 and 2015-2016, instructional faculty only. Does not include Research or Public Service only faculty.												

Chart 3b. provides a profile of non-tenured faculty, a category that includes both instructional and non-instructional research faculty. It can be seen that females in this category increased by 63.5% from Fall 2011 and 5.6% from Fall 2015. Females make up a majority of employees in this category. Regarding race/ethnicity, an increase in representation among all groups from Fall 2016 with legitimately comparable numbers is evident for both the Fall 2015 (except for a slight decrease among Asians) and Fall 2011 time periods. Calculations not shown in this chart reveal that the overall percentage of non-White faculty increased slightly from 31.6% in 2015 to 31.8% in 2016; further, the 2016 percentage is higher than that for 2011 (30.0%).

USF St. Petersburg												
Table 3c. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities												
Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2016	3	5	0	2	0	28	0	0	0	20	18	38
Fall 2015	2	5	0	1	1	28	0	0	0	22	15	37
Percentage Change from Fall 2015 to Fall 2016	50.0%	0.0%	N/A	100.0%	-100.0%	0.0%	N/A	N/A	N/A	-9.1%	20.0%	2.7%
Fall 2011	2	2	0	2	0	18	0	0	0	15	9	24
Percentage Change from Fall 2011 to Fall 2016	50.0%	150.0%	N/A	0.0%	N/A	55.6%	N/A	N/A	N/A	33.3%	100.0%	58.3%
Area for improvement, compared with national standards? (Check is yes)												
Source: IPEDS Human Resources 2015 and IPEDS Human Resources & year Preliminary Data.												
IPEDS Human Resource 2015-2016 and 2015-2016, instructional faculty only. Does not include Research or Public Service only faculty.												

The percentage of female non-tenure earning faculty slightly decreased by 9.1% from the previous year and increased by 33.33% from 2011. Black non-tenure earning faculty increased 100% from the previous year. The percentage of Hispanic faculty decreased by 100% from the previous year and increased by 150% from 2011. Non Resident Alien non-tenured faculty increased by 50%.

USF Sarasota-Manatee												
Table 3d. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities												
Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2016	4	3	0	1	2	27	0	0	0	18	19	37
Fall 2015	4	3	0	2	3	32	0	0	0	24	20	44
Percentage Change from Fall 2015 to Fall 2016	0.0%	0.0%	N/A	-50.0%	-33.3%	-15.6%	N/A	N/A	N/A	-25.0%	-5.0%	-15.9%
Fall 2011	0	1	0	1	0	18	0	0	0	11	9	20
Percentage Change from Fall 2011 to Fall 2016	N/A	200.0%	N/A	0.0%	N/A	50.0%	N/A	N/A	N/A	63.6%	111.1%	85.0%
Area for improvement, compared with national standards? (Check is yes)												
Source: IPEDS Human Resources 2015 and IPEDS Human Resources & year Preliminary Data.												
IPEDS Human Resource 2015-2016 and 2015-2016, instructional faculty only. Does not include Research or Public Service only faculty.												

The overall number of non-tenure-track faculty at USF Sarasota-Manatee declined 19% from Fall 2015 to Fall 2016. One Black faculty member and 6 female faculty members were lost over this time period. Similar recruitment activities occurred for non-tenure track faculty as for tenured faculty to improve diversity and will continue in 2017-18.

Table 4: Category Representation: Management Occupations

USF System												
Table 4a. Category Representation – Management Occupations												
Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2016	3	27	1	20	28	324	0	1	2	197	209	406
Fall 2015	2	25	0	23	28	317	0	1	1	197	200	397
Percentage Change from Fall 2015 to Fall 2016	50.0%	8.0%	N/A	-13.0%	0.0%	2.2%	N/A	0.0%	100.0%	0.0%	4.5%	2.3%
Fall 2011	7	27	1	68	54	566	1	1	1	380	346	726
Percentage Change from Fall 2011 to Fall 2016	-57.1%	0.0%	0.0%	-70.6%	-48.1%	-42.8%	-100.0%	0.0%	100.0%	-48.2%	-39.6%	-44.1%
Area for improvement, compared with national standards? (Check is yes)												
Source: IPEDS Human Resources 2015 and IPEDS Human Resources & year Preliminary Data.												
IPEDS Human Resource 2015-2016 and 2015-2016, instructional faculty only. Does not include Research or Public Service only faculty.												

The management occupation staff increased by 2.3% during the 2015-2016 academic year. As indicated in Chart 4a, the percentage change over the period of 2011-2016 is a decrease of 44.1%, however, this is due in large part to an occupational code category change made in previous years.

Chart 4a highlights female employees represent 48.5% of management occupations. The overall increase may also be seen reflected in employees identifying as Non Resident Alien (International) (50%), Asian (8%), White (2.2%), and Unknown (100%) and no representation in Native Hawaiian/Other Pacific Islander. The racial and ethnic diversity of staff in this category is 77 employees, which represents 19% of the staff in this category, White represents 79.9% and Non Resident Alien (International) and race Unknown represented less than one percent each.

The analyses of the three USF institutions are discussed in the following narratives.

USF												
Table 4b. Category Representation – Management Occupations												
Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TW O	Unk	Female	Male	Total
Fall 2016	3	25	0	18	27	279	0	1	2	176	179	355
Fall 2015	2	24	0	22	27	274	0	1	1	176	175	351
Percentage Change from Fall 2015 to Fall 2016	50.0%	4.2%	N/A	-18.2%	0.0%	1.8%	N/A	0.0%	100.0%	0.0%	2.3%	1.1%
Fall 2011	5	21	1	62	47	488	1	1	1	333	294	627
Percentage Change from Fall 2011 to Fall 2016	-40.0%	19.0%	-100.0%	-71.0%	-42.6%	-42.8%	-100.0%	0.0%	100.0%	-47.1%	-39.1%	-43.4%
Area for improvement, compared with national standards? (Check is yes)												
Source: IPEDS Human Resources 2015 and IPEDS Human Resources & year Preliminary Data.												
IPEDS Human Resource 2015-2016 and 2015-2016, instructional faculty only. Does not include Research or Public Service only faculty.												

The categorical representation of Executive/Administrative/Managerial employees is provided in Chart 4b. As a caution in interpreting this chart, the number of employees shown in this chart dropped dramatically from Fall 2011 to Fall 2015/Fall 2016 (-43.4%). Thus, the numbers of all gender/racial/ethnic/ employees in this category dropped as well, with the exception of Asian employees who showed a slight increase (+4). Shifting the analyses to calculations of *relative representation* during this period of significant numerical reduction, changes from Fall 2011 to Fall 2016 saw decreases in the percentages of women (53.1% to 49.6%) and Black employees (9.9 to 5.1). The comparative percentages of all other groups remain nearly the same. Consolidating categories, the representation of non-White employees in this category decreased slightly over time: 22.2% in 2011, 21.9% in 2015, and 21.4% in 2016.

During the past year, an enhanced emphasis was placed on proactively seeking to increase the diversity of USF's faculty applicant pools with the hope of hiring a more diverse group of in-coming faculty. A "best practices" document was developed and made available to all search committee chairs to assist in that process. The document recognized that approaches will vary, sometimes considerably, because different disciplines face differing challenges in achieving this outcome.

USF St. Petersburg												
Table 4c. Category Representation – Management Occupations												
Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2016	0	2	1	2	1	28	0	0	0	14	20	34
Fall 2015	0	1	0	1	1	27	0	0	0	14	16	30
Percentage Change from Fall 2015 to Fall 2016	N/A	100.0%	N/A	100.0%	0.0%	3.7%	N/A	N/A	N/A	0.0%	25.0%	13.3%
Fall 2011	0	3	0	4	3	32	0	0	0	22	20	42
Percentage Change from Fall 2011 to Fall 2016	N/A	-33.3%	N/A	-50.0%	-66.7%	-12.5%	N/A	N/A	N/A	-36.4%	0.0%	-19.0%
Area for improvement, compared with national standards? (Check is yes)												
Source: IPEDS Human Resources 2015 and IPEDS Human Resources & year Preliminary Data.												
IPEDS Human Resource 2015-2016 and 2015-2016, instructional faculty only. Does not include Research or Public Service only faculty.												

The number of female Executive/Administrative/Managerial staff remained the same from the previous year and a decrease of 36.4% from 2011. The number of Black, American Indian and Asian Administrative/Managerial staff increased by 100% from the previous year 2015.

USF Sarasota-Manatee												
Table 4d. Category Representation – Management Occupations												
Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2016	0	0	0	0	0	17	0	0	0	7	10	17
Fall 2015	0	0	0	0	0	16	0	0	0	7	9	16
Percentage Change from Fall 2015 to Fall 2016	N/A	N/A	N/A		N/A	6.3%	N/A	N/A	N/A	0.0%	11.1%	6.3%
Fall 2011	0	2	0	0	1	21	0	0	0	14	10	24
Percentage Change from Fall 2011 to Fall 2016	N/A	-100.0%	N/A	N/A	-100.0%	-19.0%	N/A	N/A	N/A	-50.0%	0.0%	-29.2%
Area for improvement, compared with national standards? (Check is yes)												
Source: IPEDS Human Resources 2015 and IPEDS Human Resources 8year Preliminary Data.												
IPEDS Human Resource 2015-2016 and 2015-2016, instructional faculty only. Does not include Research or Public Service only faculty.												

Although USF Sarasota-Manatee is committed to diversifying this category, the small numbers and infrequent turnover provide challenges. The University will continue to strive to have diverse search committees who are trained to meet diversity requirements. Currently, the Equal Opportunity Liaison certifies the job applicant pools by reviewing the number of applicants and their gender and race diversity. This review is done with consideration for the length of the posting and where it was advertised to ensure good faith efforts to gather a diverse applicant pool.

PART VI. Areas of Improvement/Achievement (A & B)

USF

Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in 2017 Report	Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in Previous Report, 2016
<p>Maintain those strategies and efforts begun by the Division of Student Affairs and Student Success, to increase applications from diverse students in FTIC and transfer students.</p> <p>Maintain and improve the graduation rate for all students, including all minority students.</p> <p>Continue to reduce the gap in male and female student persistence and graduation rates.</p>	<p>The outreach efforts identified in the 2016 report have yielded positive results as it pertains to full-time. USF maintained a significantly diverse student body at 41.5% (FTIC). Racial and ethnic diversity also increased in transfer students to 42.5%.</p> <p>USF has improved students services including, academic advising, tracking, and assisting students to succeed. These efforts have resulted in increased retention rates for all students (90%), including Asians, Hispanic, White, as well as, male students (88.9%). The number of degrees awarded to minorities also increased among most race/ethnic groups including Black and Hispanic in 2015.</p>
Areas of Improvement Pertaining to Gender Equity in Athletics Identified in 2017 Report	Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics Identified in Previous Report, 2016
<p>USF Athletics continue to increase proportionality and contribute to gender equity through the addition of another women’s sport (rowing).</p>	<p>The difference in proportionality increased during the previous year. USF Athletics collaborated with USFSM and announced the addition of a women’s sport (rowing).</p>

<p style="text-align: center;">Areas for Improvement Pertaining to Employment Identified in 2017 Report</p>	<p style="text-align: center;">Achievement Report for Areas of Improvement Pertaining to Employment Identified in Previous Report, 2016</p>
<p>USF has shown a trend towards greater faculty diversity and compares favorably with other institutions. Ninety percent of the diverse faculty who applied were granted tenure. Of the women applicants, 90% were granted tenure.</p> <p>While there was an increase in tenured faculty representation among Asian and Hispanic, there was a decrease in overall tenure track faculty. Black and Hispanics tenure track faculty increased from 2015 to 2016. The trend toward greater diversity is more evident in non-tenure track faculty where greater gains were made by Black, Hispanic, and female faculty.</p> <p>DIEO will continue to offer best practice hiring sessions for faculty search committees.</p>	<p>Continue to maintain efforts to increase applicant pools, advertise in minority publications, use target of opportunity efforts, and outreach to minority faculty. Recommend that chairs of faculty searches attend diversity hiring best practices offered by the Office of Diversity, Inclusion and Equal Opportunity.</p>

USF St. Petersburg

<p>Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in 2017 Report</p>	<p>Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in Previous Report, 2016</p>
<p>A successful first year experience program, COMPASS, is in place along with student success courses for all FTIC's. The QEP resulted in revision of undergraduate mathematic 'gatekeeper' courses, improving success rates in those courses by over 20%. Four-year course rotations were completed and published for all majors, an early alert program was implemented, three new degree programs were launched, and a master academic plan was created that USF St Petersburg will begin implementing in the Fall.</p> <p>College Scheduler was implemented as a pilot for the USF System and is working well. Archivum/Civitas, a case management system, will be launched in the fall along with an early alert system within Canvas, the LMS. It will be overseen by the USFSP Student Success Team, formed this month to guide program implementation.</p> <p>A Strategic Enrollment Management (SEM) team was formed, with Performance Based Metric Champions serving on that team. The SEM provides leadership for all key performance indicators, but especially for metrics 4 and 5. A retention specialist was hired and added to the team. USFSP plans to hire a completion specialist and develop two workgroups that report to the SEM: one focused on retention and one focused on completion.</p> <p>USF St Petersburg significantly improved on the Excess Student Credit Hours metric in 2016-2017.</p> <p>Next year USFSP will also focus on class scheduling to reduce scheduling conflicts, provide greater access to</p>	<p>Strategic Plan implementation efforts resulted in a proposal to launch a comprehensive first-year experience program titled Compass. Compass is designed to integrate new students into the academic and socio-cultural communities of USFSP. Activities target the needs of first-year student needs, success strategies and peer coaching. Compass upper-division peer coaches help guide first-year students to be successfully involved on campus, in the classroom and with faculty. Preparation for the launch took place during Spring 2015 and the implementation of this cutting-edge program was initiated in Summer 2015. We continue to closely review the "lessons learned" from the Quality Enhancement Plan (QEP) – all in an effort to address retention from all fronts. It is expected that these efforts will improve student retention rates, 4- and 6-year graduation rates, as well as help reduce excess credit hours at USFSP.</p> <p>Implementation of College Scheduler is delayed because of ongoing problems with the Banner database system. Once it is implemented, advisors will pre-load multi-year plans for each major so that student know which courses they will be required to take each semester to graduate in a timely manner. Advisors have been using Illume, a data analytics program, to identify students most in need of close attention. USFSP will be piloting an early warning system for students who are in "large, critical courses", because these types of courses may be challenging for some students. Identifying struggling students early in the semester will allow advisors to direct students to the Student Success Center for academic assistance or to appropriate other resources (e.g., financial aid,</p>

<p>students who need flexibility in their schedule, and balance the course array across all daytime and evening hours. USFSP will also revamp practices related to students who are placed on academic probation so they receive the help they need to return to good standing.</p>	<p>Wellness Center) for other issues that may be negatively impacting their performance USFSP is working with advisors at USF to revise policies that will help improve Excess Student Credit Hours.</p>
<p>Areas of Improvement Pertaining to Gender Equity in Athletics Identified in 2017 Report</p>	<p>Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics Identified in Previous Report, 2016</p>
<p>N/A</p>	<p>N/A</p>
<p>N/A</p>	<p>N/A</p>
<p>Areas for Improvement Pertaining to Employment Identified in 2017 Report</p>	<p>Achievement Report for Areas of Improvement Pertaining to Employment Identified in Previous Report, 2016</p>
<p>A minority post-doc program that begun Spring 2016 is aimed at recruiting and mentoring minority faculty over the next few years. A new internal grant proposal program is designed to provide support for junior faculty to be mentored by senior, experienced faculty members from outside the University to assist with publication and grant-writing experience. A new Center for Innovative Teaching and Learning was launched in Spring 2016 and will begin to provide instructional assistance to faculty in Fall 2016.</p>	<p>Strategic Plan implementation efforts resulted in proposals to increase faculty diversity as well as excellence in research and teaching. Focused recruitment and incentives have led to significantly increased faculty diversity for hires among Hispanic and African American faculty who joined USFSP.</p>

USF Sarasota-Manatee

Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in 2017 Report	Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in Previous Report, 2016
<p>USF Sarasota-Manatee looks to improve next year in the following areas identified in this year’s report:</p> <ul style="list-style-type: none"> • Enrollment of Black and Hispanic FTIC students as a result of longer lead time for the Summer Beginnings Program, hiring a Spanish-speaking recruiter in 2016, and continued emphasis on the Instant Decision Days at high schools. • Retention of minority students through the hiring of an FTIC and Persistence Advisor, the launch of the Persistence Task Force, Green2Gold workshops focused on academic success, and Counseling and Wellness appointments available on-campus. 	<p>The overall USF Sarasota-Manatee Fall to Fall FTIC retention rate for Fall and Summer Semesters 2015 to Fall 2016 enrolled students was 86% representing a 7.3% overall increase from the prior year. When the “swirl” effect is taken into consideration, over 90% of USF Sarasota-Manatee’s males and females were retained within the USF System. The retention rate of FTIC students from Summer/Fall Semesters 2015 into Fall 2016 for students who are Asian and Black was 100%. The retention rate of Hispanic students was 81% and the retention rate of white students was 86%.</p>
Areas of Improvement Pertaining to Gender Equity in Athletics Identified in 2017 Report	Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics Identified in Previous Report, 2016
N/A	N/A
N/A	N/A

<p style="text-align: center;">Areas for Improvement Pertaining to Employment Identified in 2017 Report</p>	<p style="text-align: center;">Achievement Report for Areas of Improvement Pertaining to Employment Identified in Previous Report, 2016</p>
<p>USF Sarasota-Manatee continues to work on its faculty and administrative recruitment processes to ensure diversity. The University will continue to advertise positions in minority-targeted publications and websites, to appoint diverse search committees, and to provide training for committee members.</p>	<p>USF Sarasota-Manatee has been working toward the strategic goal of increasing the percentage of faculty/staff from non-white populations to 20%. As of Fall of 2016, that percentage was 19%.</p>

PART VII. Protected-Class Representation in the Tenure Process

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. The information regarding representation of females and protected class minorities within the tenure process may be seen in the charts below represented by each institution.

USF					
Table 1a. Protected Class Representation in the Tenure Process, 2015-2016					
Sex, Race/Ethnicity	Applied	Withdraw	Denied	Deferred	Nominated
MALES					
American Indian or Alaskan Native					
Asian	4				4
Black or African American	1				1
Hispanic					
Native Hawaiian / Other Pacific Islander					
Two or More Races					
White	20	1	2		17
Other, Not Reported	1				1
Total Male	26	1	2		23
FEMALES					
American Indian or Alaskan Native					
Asian	2				2
Black or African American					
Hispanic	3			1	2
Native Hawaiian / Other Pacific Islander					
Two or More Races					
White	5				5
Other, Not Reported					
Total Female (include Other, Not Reported)	10	0	0	1	9
GRAND TOTAL	36	1	2	1	32

LEGEND

APPLIED: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated.

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.

As presented in Table 1, a total of 36 individuals were considered for tenure in the 2015-16 academic year. Of these, 26 were males and 10 were females. Of these, there were two denials, both of which were White males. Except for one Hispanic female, whose consideration was deferred until the next year, all non-White candidates, as well as all female candidates, were successful in being granted tenure.

USF St. Petersburg					
Table 1b. Protected Class Representation in the Tenure Process, 2015-2016					
Sex, Race/Ethnicity	Applied	Withdraw	Denied	Deferred	Nominate
MALES					
American Indian or Alaskan Native					
Asian					
Black or African American					
Hispanic					
Native Hawaiian / Other Pacific Islander					
Two or More Races					
White	3				3
Other, Not Reported					
Total Male	3	0	0	0	3
FEMALES					
American Indian or Alaskan Native					
Asian					
Black or African American					
Hispanic	1				1
Native Hawaiian / Other Pacific Islander					
Two or More Races					
White					
Other, Not Reported					
Total Female (Number and Percent) (include Other, Not Reported)	1	0	0	0	1
GRAND TOTAL	4	0	0	0	4

LEGEND

APPLIED: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated.

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.

During academic year 2014-15, USF St. Petersburg had 4 candidates apply for tenure and all 4 candidates were nominated for tenure at a rate of 100%. Twenty-Five Percent (25%) of the candidates (1 of 4) were from diverse racial representation and represented both ethnicity (Hispanic) and gender (Female).

USF Sarasota-Manatee

During academic year 2015-16, USF Sarasota-Manatee had no candidates apply for tenure.

PART VIII. Promotion and Tenure Committee Composition

USF

Table 1a: Promotion and Tenure Committee Composition, AY 2015-16																		
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																		
Cell Biology, Microbiology, and Molecular Biology	0	0	0	0	1	1	0	0	0	0	0	0	4	2	0	0	5	3
Chemistry	0	0	0	0	6	0	0	0	0	0	0	0	10	2	0	0	16	2
Communication	0	2	0	0	0	0	0	0	0	0	0	0	2	4	0	0	2	6
Economics	0	0	0	0	0	0	0	0	1	0	0	0	2	0	0	0	3	0
English	1	1	0	0	1	1	0	0	0	1	0	0	7	11	0	0	9	14
Government & International Affairs	0	0	0	0	0	0	0	0	0	0	0	0	6	3	0	0	6	3
History	0	0	0	0	0	0	0	0	0	1	0	0	6	2	0	0	6	3
Integrative Biology	0	0	0	0	0	0	0	0	0	0	0	0	9	2	0	0	9	2
Mathematics & Statistics	0	0	0	0	6	0	0	0	0	0	0	0	15	2	0	0	21	2
Philosophy	0	0	0	0	0	1	0	0	0	0	0	0	2	0	0	0	2	1
Physics	0	0	0	0	6	1	0	0	0	0	0	0	3	2	0	0	9	2
Psychology	0	0	0	0	1	0	0	0	0	2	0	0	13	9	0	0	14	11

School of Geosciences	2	1	0	0	2	0	0	0	0	0	0	0	14	2	0	0	18	3
World Languages	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
Behavioral & Community Sciences																		
Child & Family Studies	0	0	0	0	0	1	0	0	1	0	0	0	1	1	0	0	2	2
School of Aging Studies	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	2	2
Business																		
Information Systems/ Decision Sciences	0	0	0	0	2	0	0	0	0	0	0	0	9	0	0	0	11	0
Marketing	0	0	0	0	2	0	0	0	0	0	0	0	8	2	0	0	10	2
Education																		
Educational & Psychological Studies	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	2	2
Leadership, Counseling, Adult, Career, and Higher Education	0	1	0	0	0	0	0	0	1	0	0	0	4	2	0	0	5	3
Teaching & Learning	0	2	0	0	0	2	0	0	0	1	0	0	7	13	0	0	7	18
Engineering																		
Chemical & Biomedical	0	0	0	0	4	0	0	0	0	1	0	0	7	0	0	0	11	1
Electrical	0	1	0	0	4	2	0	0	1	0	0	0	11	0	0	0	16	3
Mechanical	0	0	0	0	2	0	0	0	1	0	0	0	7	1	0	0	10	1
Marine Science	0	0	0	1	1	0	0	0	2	0	0	0	9	2	0	0	12	3
The Arts																		

School of Art & Art History	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
School of Music	0	0	0	0	0	1	0	0	0	0	0	0	13	3	0	0	13	4	
School of Theatre & Dance	0	1	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	2	
Morsani College of Medicine																			
Cardiology	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1	
Family Medicine	0	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	2	1	
Internal Medicine	0	0	0	0	1	0	0	0	0	0	0	0	5	1	0	0	6	1	
Molecular Medicine	0	0	0	0	1	0	0	0	0	0	0	0	1	2	0	0	2	2	
Molecular Pharmacology and Physiology	0	0	0	0	0	0	0	0	1	0	0	0	5	1	0	0	6	1	
Neurology	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1	
Neurosurgery	0	0	0	0	1	0	0	0	1	0	0	0	2	1	0	0	4	2	
Orthopedics & Sports Medicine	0	0	0	0	0	0	0	0	1	0	0	0	0	2	0	0	1	2	
Otolaryngology	0	0	0	0	1	0	0	0	0	0	0	0	2	0	0	0	3	0	
Pediatrics	1	0	0	0	0	0	0	0	0	1	0	0	3	2	0	0	4	3	
Psychiatry and Behavioral Neurosciences	0	0	0	0	0	0	0	0	0	1	0	0	1	2	0	0	1	3	
Radiology	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3	0	
School of Physical Therapy & Rehabilitation Sciences	0	0	0	0	1	0	0	0	0	0	0	0	1	3	0	0	2	3	
Surgery	0	0	0	0	0	0	0	0	1	0	0	0	5	0	0	0	6	0	
Urology	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2	0	
Nursing	0	0	0	0	1	1	0	0	0	1	0	0	0	8	0	0	1	9	

Pharmacy																		
Pharmaceutical Sciences	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0	2	1

Faculty on Tenure and Promotion Committees, although varying considerably across different disciplines, represent the diversity of faculty. USF's faculty as a whole continues to become more diverse as USF grows and utilize intentional strategies as mentioned in Part V. The information regarding Promotion and Tenure Committee composition within the tenure process can be seen in the charts below represented by each institution.

USF St. Petersburg

Table 1b. Promotion and Tenure Committee Composition, AY 2015-16

Type of Committee (Served)	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	
USF St. Petersburg Committee														1				1	
College of Arts & Sciences																			
Environmental Sciences & Policy																			
Journalism & Media Studies														1					1
Verbal & Visual Arts																			
Psychology													1						1
College of Business										1			1				1	1	
College of Education										1			1					2	

Faculty members on Tenure and Promotion Committees represent the diversity of faculty. USFSP's faculty continues to become more diverse as we grow and utilize intentional strategies as mentioned in other sections of this report. Information regarding Promotion and Tenure Committee composition within the tenure process can be seen in the above chart.

USF Sarasota-Manatee

Table 1c. Promotion and Tenure Committee Composition, AY 2015-16

Type of Committee (Served)	Black or African American		American Indian/Alaskan Native		Asian or 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
USF Sarasota-Manatee Committee	1				2						3	3			6	3
College of Liberal Arts & Social Sciences																
College of Business					1						2				3	
College of Science & Mathematics											1	2			1	2
College of Hospitality & Tourism Leadership											1	1			1	1

Faculty members on Tenure and Promotion Committees represent the diversity of faculty. USFSM's faculty continues to become more diverse as we grow and utilize intentional strategies as mentioned in other sections of this report. Information regarding Promotion and Tenure Committee composition within the tenure process can be seen in the above chart.

PART IX. Other Requirements

A. The Budget Plan

USF Equity Accountability Budget Incentive Plan

Program	Program Goals /Strategies	2015-2016 Allocations
I) Outreach Recruitment of Female and Minority Employees for EAP Positions	Posting of vacancy announcements, publication of display and feature advertisements in female and minority-oriented media	\$30,387
II) Salary Counter Offers and Preventive Offers	Retention of qualified under-represented faculty members and administrators through salary preventive offers and counter offers	\$379,627
III) Internal and External Market Equity Program	Adjust salaries of employees in light of salary compressions and comparisons of salaries of similarly situated employees	\$876,811
IV) McKnight Fellows to support Long-Term Recruitment	Participate in Annual Conference organized by Florida Education Fund; provide funds to support studies of 23 McKnight Fellows at USF	\$117,782
V) Employee Tuition Program (HR)	Facilitate professional development and upward mobility of USF employees through educational leave and tuition reimbursement (women and minorities)	\$461,077
VI) Target of Opportunity Program	Increase the number of faculty in underutilized disciplines through direct or spousal hires	\$80,000
Total		\$1,945,684

B. President's Evaluation

Each university President shall be evaluated on the results of the Florida Equity Reports. The President's performance is evaluated annually, consistent with the provisions of her employment contract and Section 1012.95(3) (b) Florida Statutes.

The process for evaluating the President's progress towards equity and diversity goals begins with the President's self-evaluation of her annual goals submitted to the BOT Chair. Thereafter, an evaluation is conducted by the Board of Trustees' Governance Committee and the results are presented in a public meeting of the Board. The BOT's Governance Committee, the Board Chair and the full Board completed the President's 2015-2016 evaluation at their December 1, 2016 meeting. The evaluation and self-assessment is available on the BOT website, which may be accessed by visiting the following url: <http://www.usf.edu/system/board-of-trustees/bot-meeting-archives.aspx>.

In summary, the assessment was excellent performance that "exceeds expectations in many areas" based on the goals established, including the designation by the Florida Legislature and BOG as an emerging preeminent institution, by the USF Board of Trustees Chair, BOT Governance Committee, and the President. The Board Chair stated "he consulted with many external stakeholders such as BOG Chair Tom Kuntz, Chancellor Marshall Criser, USF System Student Council Presidents/Trustees during academic year, USF System FAC President/Trustee as well as numerous elected officials and community leaders, including former BOT members."

The Vice Chair highlighted several areas of strength including leadership, strategic direction of USF, talent – as it relates to faculty, staff and administration, USF's brand and reputation, and peer performance. Trustees also commented that under President Genshaft's leadership, the USF System continues to move in the right direction and that she is always promoting USF. Trustees expressed pride in working with the President and acknowledged her great leadership for students, faculty and staff. Chair Lamb also shared that the President has many supporters in the community and received extremely positive input from community leaders, including major donors, alumni, and city officials as well as business leaders within the Region. The President was awarded 95% for performance.

C. Top Administrator's Evaluations

Top administrators have equity accomplishments evaluated in their annual performance appraisals. The President evaluates each Senior Vice President in achieving goals consistent with the intent of Section 1012.95, F.S. The President's evaluation of the Senior Vice Presidents who report to her is summarized as follows:

- Executive Vice President and Provost: sustained performance
- Chief Operating Officer: sustained performance
- Sr. Vice President USF Health: sustained performance
- Sr. VP for Research: sustained performance
- Sr. VP University Advancement: sustained performance
- Sr. VP for USF System Strategic Development: sustained performance
- Regional Chancellor USF St. Petersburg: sustained performance
- Regional Chancellor USF Sarasota-Manatee: average performance

Appendices

Appendix A
2017 Equity Report Contributors

Our special thanks to the following individuals for their contribution to this report:

Dr. Devona F. Pierre, Office of Diversity, Inclusion, and Equal Opportunity
Mrs. Jocelyn Fisher Gates, Athletics
Dr. Gretchen Koehler, USF Health
Mr. Kenneth Rodriguez, USF Office of Resource Management & Analysis
Dr. Dwayne Smith, USF Office of the Provost
Dr. Paul Dosal, USF Student Affairs and Student Success
Dr. Valeria Garcia, Office of Decision Support
Dr. Shabnam Mehra, Office of Decision Support
Ms. Carmen Goldsmith, USF Division of Student Affairs
Dr. Martin Tadlock, USFSP Office for Academic Affairs
Ms. Cecil Howard, USFSP Diversity Office
Dr. Bonnie Jones, USFSM, Institutional Research and Effectiveness
Dr. Cindy Visot, Office of the System President

Appendix B

2017 FLORIDA EQUITY REPORT GUIDELINES Enrollment, Sex Equity in Athletics, and Employment

The annual Florida Equity Report from each state public university must include information 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 as required by Regulation 2.003 Equity and Access. The Enrollment and Employment reports focus on women and members of specified race/ethnic protected classes: (1) 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 (\geq 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 - See and complete TAB 1.

- A. Certification of Annual Approval Date by the University's Governing Board (or Designee). 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, you may include a Table of Contents.

PART I. Executive Summary and/or Description of Plan Development – No TAB.

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

- A. In the Description of Plan Development, describe the process used to prepare the reports. Include in this narrative as 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 & achievements; and best practices (successful/innovative programming) for the areas of: Student

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 governing board retains approval of the Florida Equity Report, it is understood that minutes of the university Board of Trustees meeting may not be available by the deadline for this report. The signature of the university's equity officer on TAB 1, the cover page, will be acceptable. The statement 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.

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.
- b. Include the actual budget allocation for 2015-2016.

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.

PART II. Review of Policies and Procedures – See and complete TAB 2.

- A. Review of Policies and Procedures. 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 Documentation of Non-Discrimination Policy. Reprint in each annual document a copy of the policy adopted by the governing board. Note the date of original approval. Include in this narrative procedures to notify campus affiliates and non-affiliates about the policy and the procedures for accessing it.

PART III. Academic Program Reviews – See and complete TAB 3.

- 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).⁴ In addition, they display the official total including white, non-resident alien, and not reported.⁵ Universities not offering programs at one or more levels should key the Tables with zeroes to present a complete report. Measures of equity in TAB 3 with tables are:

Table 1. First Time in College Enrollment, Previous Academic Year (AY)

Table 2. Florida State College System A.A. Transfers, Previous AY

Table 3. Retention of Full-time FTICs Entering Previous AY, After One Year

Table 4. Graduation Rate of Full-Time FTICs After Six Years

Table 5. Bachelor's Degrees Awarded, Previous AY

Table 6. Master's Degrees Awarded, Previous AY

Table 7. Doctoral Degrees Awarded, Previous AY

Table 8. First Professional Degrees Awarded, Previous AY

⁴ The applicable race/ethnicity codes for Table 4 are the current IPEDS race/ethnicity codes.

⁵ This total will be supplied from the university's IPEDS report. Tables in TAB 3 will display the complete line from IPEDS including all reporting categories. Tables 1-8 will display percentage representation, calculated by formula on the table, for females and the four protected race/ethnic categories.

- B. An analysis of the information on each Table shall be prepared annually by each university using the results of **TAB 3**, Tables 1-8. Include in this narrative an identification of the standard for disproportionate enrollment or identification of an area for improvement. Each university shall report its definition of “disproportionate” or “area for improvement” for each level, Tables 1-8, 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 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 for each Table that is pertinent in **TAB 3**. 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 Program⁶
3. Health Services
4. Club and Intramural Athletics (report on sex equity only)⁷
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.

⁶ The universities shall define the “Academic Program” as admission to undergraduate status and admission to graduate status.

⁷ Each university is required to provide its detailed report on intercollegiate athletics pursuant to Regulation 2.003 in the following section.

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.

- E. Each university shall evaluate the university's overall effectiveness in enrollment equity in the reporting year. Consider accolades (such as Diverse Issues in Higher Education magazine's reporting of top minority degree producers), 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.

PART IV. Gender Equity in Intercollegiate Athletics – See and complete TAB 4.

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. Those results shall be summarized on **TAB 4**, Table 1. If areas for improvement are identified, the programs and timetable for achieving improvement shall be specified. The following eleven (11) areas are required in the assessment:
 - 1. Sports offerings
 - 2. Participation rates, by sex, compared with full-time undergraduate enrollment by sex
 - 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. Provide the information requested in **TAB 4**, Table 2.

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. Following Table 2, 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

If no basis is checked, a priority plan for compliance by September 1 of the reporting year shall be included in this report.

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.

PART V. Employment Representation – See and complete TAB 5.

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.

The basis for the employment data is the IPEDS Fall Staff report completed annually by each university with data captured in October, final version prepared mid-January.

Complete Tables 1 – 4 of **TAB 5**. 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.)

Comparison over a five-year period is used as the baseline for evaluating effective (long term) improvement. For the reports due in September 2017, the IPEDS Fall Staff 2016 report will be used. It should be compared with the IPEDS Fall Staff 2015 and 2011 reports.

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.

PART VI. Areas of Improvement/Achievement – See and complete TAB 6.

Each university shall establish areas of improvement, at a minimum, for the following three components: (1) academic services, programs, and student enrollment; (2) sex equity in athletics; and (3) employment. The areas of improvement established during the current year will be reported in the left-hand section of the Tables entitled “Areas of Improvement Pertaining to “X” Identified in the September 2016 Report.” Progress on the “Areas for Improvement” established in the prior year will be reported in the right-hand section of the Tables entitled, “Achievement Report for Areas of Improvement Pertaining to “X” Identified in Previous Report, June 2015.”

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 to be evaluated in Part VI describing annual improvements and achievements from the previous year and include this information on the “Achievement Report, June 2016” if the area of improvement is more than one year old. 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.

PART VII. Protected-class Representation in the Tenure Process – See and complete TAB 7.

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.

PART VIII. Promotion and Tenure Committee Composition – See and complete TAB 8.

Each university is required to report the racial and sex composition of committees reviewing recommendations at each transaction level.

PART IX. Other Requirements – No TAB.

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.

Equity Report

2016-17: *Highlights*

Presented to:

USF Academic & Campus Environment Committee

August 17, 2017

Theresa Chisolm, Ph.D., Vice Provost, Strategic Planning, Performance & Accountability

Paul Dosal, Ph.D., Vice President, Student Affairs & Student Success

Dwayne Smith, Ph.D., Senior Vice Provost for Faculty & Dean, Graduate Studies

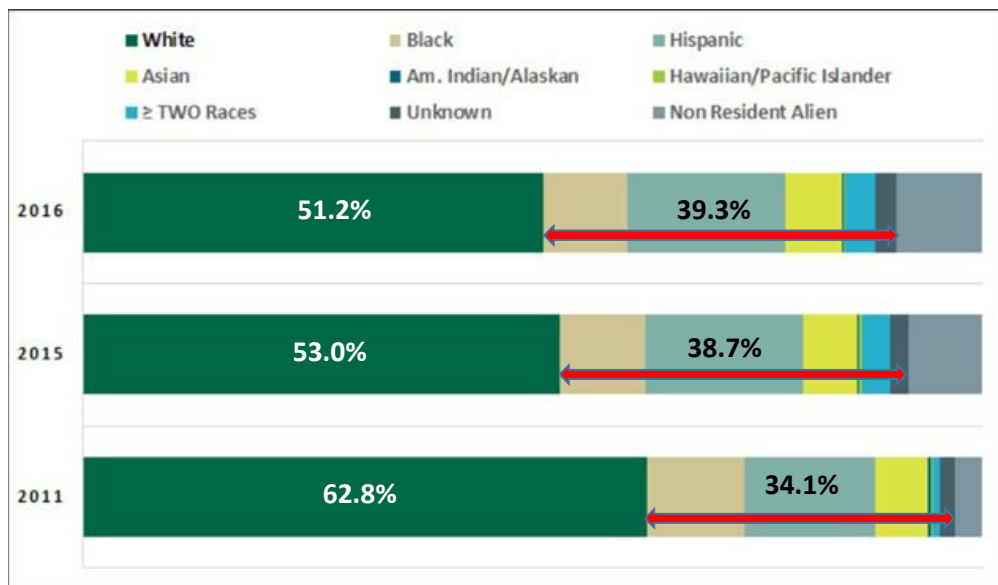


Background

- Annual Report to the State University System of Florida's Board of Governors re:
 - Progress in implementing strategic initiatives and performance related to equity and access for students, athletics, and employment. (SUS BOG Regulation 2.003; USF System Policy 0.007)
- Equity Report enrollment and employment data focuses on women and members of specified race/ethnic classes:
 - 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 (\geq Two).

Student Enrollment

USF System (Fall Race & Ethnicity, IPEDS)



Institutions (Fall 2016 Race, Ethnicity, Gender; IPEDS)

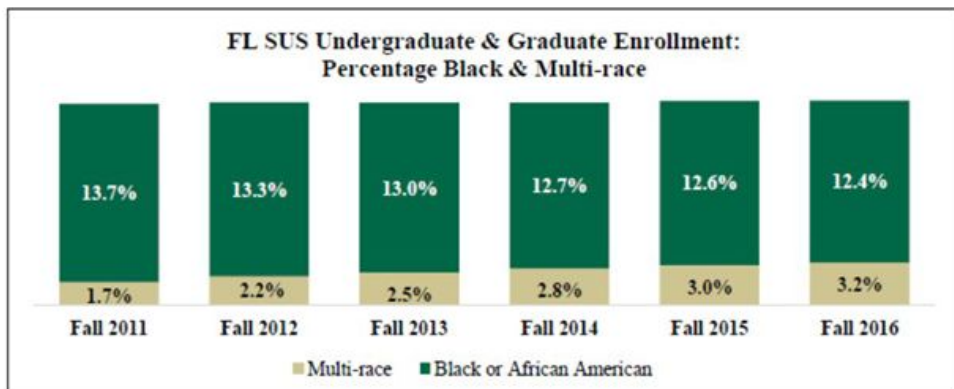
	USF Tampa	USFSP	USFSM
White	48.7%	65.5%	70.7%
Black	9.6%	7.8%	5.6%
Hispanic	18.0%	15.7%	13.4%
Asian	6.7%	3.6%	2.9%
AI/AN	0.2%	0.3%	0.3%
NH/OPI	0.2%	0.2%	0.0%
≥ TWO Races	3.3%	3.8%	2.5%
Unknown	2.4%	2.1%	2.2%
NRA	10.8%	0.9%	2.3%
Percentage Female	54.5%	63.1%	60.7%

Fall 2016 Enrollments	White	Black	Hispanic	Asian	AI/AN	NH/OPI	≥ TWO Races	Unknown	NRA	Percent Female
Undergraduate	52.1%	9.8%	19.8%	6.2%	0.2%	0.2%	3.9%	2.0%	5.7%	56.9%
Graduate	49.5%	7.8%	10.7%	6.2%	0.2%	0.1%	2.0%	3.4%	20.1%	57.5%

See Equity Report Part III, Tables 1 & 2 for FTIC & Transfer Student enrollment data

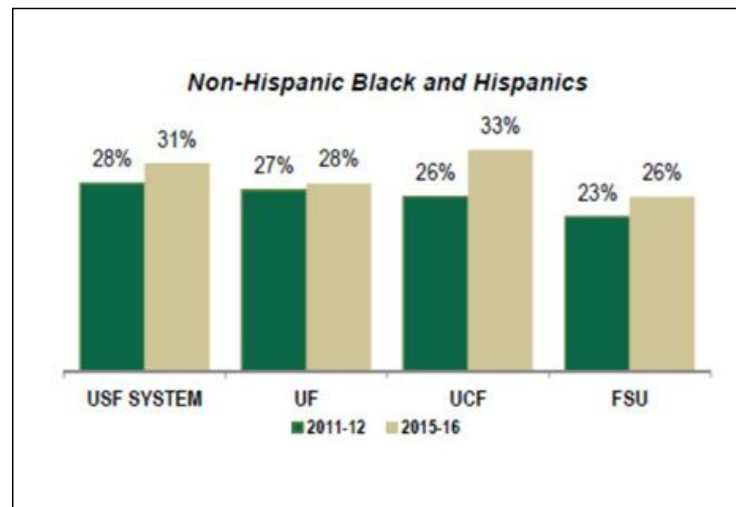
Student Enrollment & Success: SUS Comparisons

Enrollments



USF System			
Year	Black	Multi-Race	TOTAL
2011	10.8%	0.9%	11.7%
2016	9.3%	3.3%	12.6%
Change	-1.5%	+2.4%	+0.9%

Undergraduate Degrees Awarded (Percentage of Total)

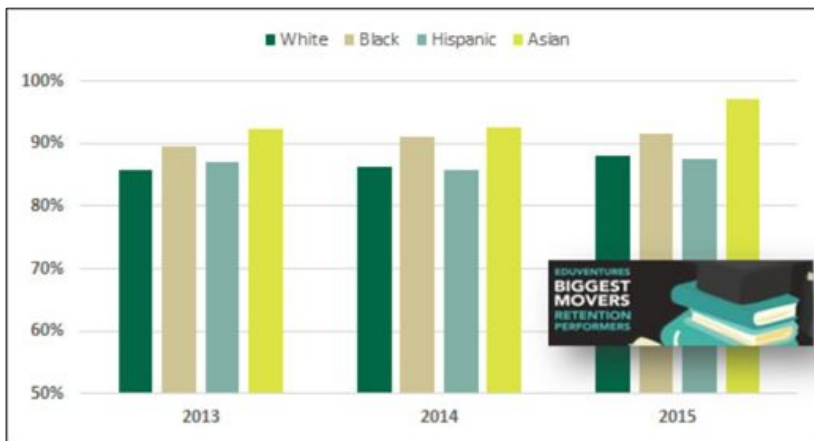


Source: SUS FL BOG
USF Office of Decision Support

Student Success (Undergraduate; USF System)

Retention Rate (Fall Race & Ethnicity, F/T FTIC; IPEDS)

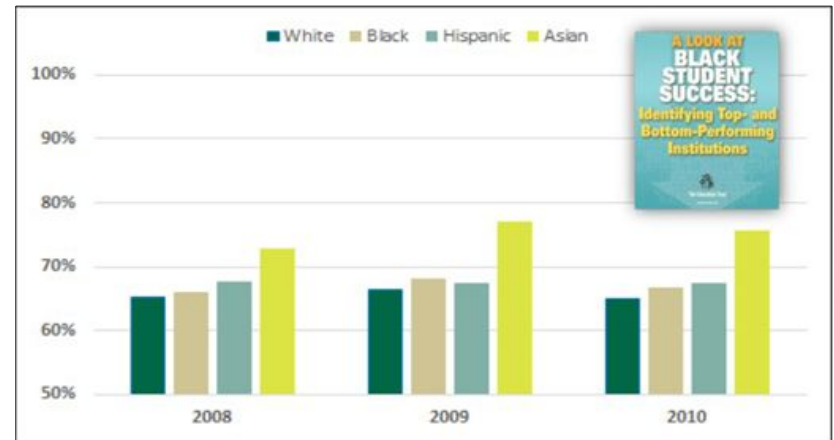
Cohort	White	Black	Hispanic	Asian	Am. Indian/ Alaskan	Hawaiian/ Pacific Islander	≥ TWO Races	Unknown	Non Resident Alien	FTIC 6-Yr Rate (AAR)
2015	88.0%	91.5%	87.6%	97.1%	66.7%	80.0%	82.3%	87.9%	90.8%	88.7%
2014	86.4%	91.2%	85.7%	92.7%	100.0%	90.0%	84.7%	93.0%	93.5%	87.7%
2013	85.8%	89.5%	87.0%	92.3%	80.0%	83.3%	86.9%	88.5%	92.3%	87.0%



See Equity Report Part III, Tables 3b – 3d for Retention of Full-Time FTIC, 2013,2014,2015 Cohorts, for individual intuition data, Race/Ethnicity and Gender.

Graduation Rate (6-yr; F/T FTIC; IPEDS)

Cohort	White	Black	Hispanic	Asian	Am. Indian/ Alaskan	Hawaiian/ Pacific Islander	≥ TWO Races	Unknown	Non Resident Alien	FTIC 6-Yr Rate (AAR)
2010	65.0%	66.7%	67.4%	75.6%	58.3%	71.4%	66.3%	70.7%	74.6%	66%
2009	66.5%	68.2%	67.4%	77.1%	45.5%	77.1%	N/A	78.0%	82.6%	68%
2008	65.2%	66.1%	67.6%	72.9%	60.0%	73.6%	N/A	63.9%	74.3%	67%



See Equity Report Part III, Tables 4b – 4d for 6-yr Graduation Rates of Full-Time FTIC, 2008, 2009, 2010, Cohorts, for individual intuition data, Race/Ethnicity and Gender.

Gender Equity in Athletics

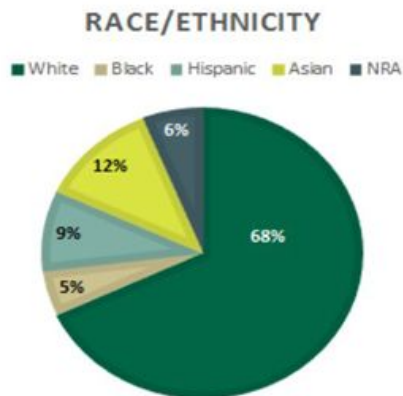
- The USF System is in compliance on the basis of substantial proportionality
 - 10 varsity sports for women, 9 varsity sports for men
 - Athletics announced addition of 1 more sport for women-rowing
 - Female participation increased, and the gap between women and men decreased to 2.4% from 3.9% in previous year
 - All other areas were assessed as equitable



Employment Highlights: USF System

All USF System Faculty

Gender:
Men: 56%
Women: 44%



USF Rank re: 42 AAU and AAU Aspirant Institutions	
Category	USF Rank
% Total Minority	8 th
% Black	6 th
% Hispanic	4 th
% Asian	42 nd
% Women	3 rd
% Women with Tenure	4 th

Source: USF System Office of Decision Support; IPEDS 2014 HR Data

See Equity Report Part V for detailed information.

New Hires to Key Leadership Positions



Terrie Daniel
Assistant Vice President of Supplier Diversity
USF Tampa



Cecil Howard, J.D.
Campus Diversity Officer
USF St. Petersburg



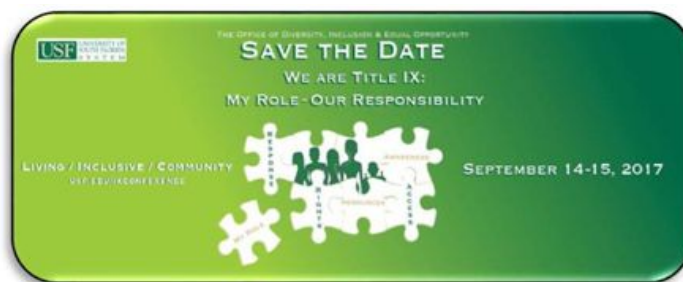
Govindan Parayil, Ph.D.
Dean, College of Global Sustainability
USF Tampa



Allyson Leggett Watson, Ph.D.
Dean, College of Education
USF St. Petersburg

Title IX: USF System Implementation

- Federally mandated training for Title IX staff, investigators, and key stakeholders provided annually by DIEO
- Title IX training required for all Responsible Employees (including faculty, staff, athletes, coaches, residential staff, teaching assistants, graduate assistants, etc.)
- New Student Orientation online module
- File a complaint with DIEO at <http://www.usf.edu/diversity/> or anonymously through Ethics Point at <http://www.ethicspoint.com>



Agenda Item: FL 103

USF Board of Trustees
September 7, 2017

Issue:

Florida Institute of Oceanography (FIO)
Academic Infrastructure Support Organization (AISO) Annual Report 2016-2017

Proposed action: Approval of Annual Report 2016-2017 by Host Institution,
Board of Trustees

Executive Summary:

The 2016-2017 Florida Institute of Oceanography (FIO) Annual Report must be reviewed and approved, consistent with BOG Regulation 10.014 Academic Infrastructure and Support Organizations, which requires approval of AISO Annual Reports by the Board of Trustees of the host institution or its designee.

Financial Impact: NONE

Strategic Goal(s) Item Supports: USF Strategic Plan Goal I

BOT Committee Review Date: ACE August 17, 2017

Supporting Documentation Online (please circle):

Yes

No

[Report](#)

[Presentation](#)

USF System or Institution specific: USF System

Prepared by: Dr. Philip Kramer, Director, Florida Institute of Oceanography (727) 553-3542

FIO FY16/17 Annual Report

Florida Institute of Oceanography
*Supporting Excellence in Marine Science, Technology and Education across
Florida*

Hosted by the University of South Florida



Presented by

Philip A. Kramer, Ph.D.

Director, Florida Institute of Oceanography

August 3, 2017

Date of Submission to Chancellor, Florida Board of Governors:

Reviewed and Approved by Host Institution Board of Trustees:

Reviewed by Council of Academic Vice Presidents:

Date of Submission to Host Institution Provost: August 3, 2017

Date of Submission for review by FIO Council: July 28, 2017

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Dear Colleagues,

With my one-year anniversary at the helm of Florida Institute of Oceanography (FIO) quickly approaching, I am pleased to present this overview of the FY16/17 fiscal year. Learning the operations of a state-wide academic infrastructure support organization (AISO) that maintains top quality research vessels and facilities safe on-water educational and research activities has taken up much of the year. FIO's administration and operations have been running smoothly for several years now but turnover in crew, storms, and mechanical issues keeps things interesting. My primary focus has been to implement FIO's 2015-2020 Strategic Plan which outlines an ambitious set of goals and objectives in four key areas (see appendix A).

Learning the diversified missions and needs of FIO's 30 member institutions and understanding the differences between perceived value-added facilitation versus competition takes time. I was fortunate to be able to make 22 site visits to FIO's member institutions last year. A third of these visits were in-depth overviews of a given institutions facilities and departments along with meetings with key science and engineering faculty. I am very excited by what I have seen in terms of the caliber of faculty, students, and research and suspect that Florida has more higher education institutions offering undergraduate and graduate degrees in marine science than any other State. Harnessing and aligning all this marine potential remains FIO's biggest challenge. The more I learn about FIO, the more I am humbled by what my predecessor, Bill Hogarth, was able to accomplish over the past 6 years especially in garnering support from the Florida legislature, Governor, and member institutions to revitalize FIO's mission and scope.

For those that witnessed the christening of the R/V Hogarth in Tarpon Springs in late May, you will share my appreciation at the quality of materials and craftsmanship that Duckworth Steel Boats has put into this vessel. Final fitting of the new vessel is still underway with USCG incline and stability tests scheduled for August. We will be conducting sea trials later this fall with the vessel transitioning to full service supporting oceanographic missions by early spring. The R/V Weatherbird II sailed a moderate schedule of 94 days at sea with nearly $\frac{3}{4}$ of her days at sea being for charter in support of research projects in the Gulf. At 35 years old, she underwent an extensive dry dock for repairs and upgrades to the positioning system. FIO also acquired several smaller vessels this past year which will increase our capabilities out of the home bases in both St. Petersburg and at the Keys Marine Lab.

Educational activities for FIO center around providing students access to safe and well-equipped research vessels (floating laboratories) and state of the art technology. The experience of working alongside scientists and learning how to deploy a CTD or trawl or conduct underwater scientific diving has been transformative for students, driving more to pursue STEM careers. During FY16/17, FIO awarded 75 subsidized ship and lab days at a value of \$390,000 which provided access for 254 undergraduate and 54 graduate students to spend time at sea. Next year, we aim to award more than 80 total days for student educational access at a value of \$416, 000 to our full FIO members. In addition to the subsidized ship program, FIO continued its sponsorship (along with 5 State University System (SUS) institutions) of the summer field studies course for


the 5th straight year. During FY16/17, our cohort of 17 undergraduate students were accompanied by evaluators from SmartStart course evaluation team during 2 of the 5 weeks. The evaluation is a detailed independent perspective that will be used to strengthen this unique course and increase marketing across the state to perspective students.

Advancing research and innovation are core to FIO's mission. Providing quality research vessel and field lab space to Florida scientists at reduced rates is one of the ways we contribute to increasing the competitiveness of our members. In FY16/17, FIO supported an extensive 33-day expedition led by Dr. Steve Murawski aboard the R/V WBII to the southern Gulf in August, 2016. Research focused on sampling both fishes and sediments to look for evidence of oil contamination associated with the 2010 *Deepwater Horizon* spill and the 1979 Ixtoc spill off Mexico's Yucatan peninsula. We also successfully undertook our first international expedition to Cuba in May, 2017. Florida academic institutions have one of the highest award rates for funds coming out of the *Deepwater Horizon* Spill. FIO also continued its implementation of the Florida Restore Act Program currently supporting 11 research grants to 8 Florida universities for a total of \$3.65M.

FIO ended the FY16/17 fiscal year in solid financial shape with a small operating surplus- in part a result of chartered use of our assets that will be split into carry forward funds as well as towards building our reserves towards a goal of 10% net assets value. The Florida RESTORE Act Centers of Excellence Program (FLRACEP) was audited late last fiscal year by US Department of Treasury and preliminary findings suggest a few areas where our accounting and reporting can be better aligned to improve controls and accountability. In June, FIO's base funding was reduced by \$1.17 M through a line item veto of one of our recurring system wide Legislative Budget Requests (LBRs) which had been in place since the 2012/13 fiscal year and forecasted into FIO's 2015-2020 approved strategic plan. Unless these funds are restored, this nearly 40% reduction in base funding will hamper our ability to achieve many of the outlined goals. We are responding this year by reducing costs and drawing on carry forward funds to bridge this fiscal year without cutting the SUS subsidized ship program or skipping on critical maintenance. With a new state of the art vessel about to enter our fleet, now is not the time to scale back our activities and goals outlined in the Strategic Plan.

The following report contains a more detailed overview of FIO's operations from the FY2016/17 fiscal year along with highlights from our educational, research and outreach programs. The past year has enriched my understanding of the FIO operations and our members and, despite the legislative challenges ahead, I am energized and enthusiastic about what I believe FIO can accomplish together with our members in the year ahead.

Sincerely,



Philip Kramer, Ph.D.

Introduction

The Florida Institute of Oceanography was established in 1967 by the Florida Board of Regents to place scientists at the forefront of efforts to understand and protect the oceans. In 2008, FIO became an Academic Infrastructure Support Organization (AISO) hosted by the University of South Florida. In 2015, the State University System Board of Governors renewed FIO's AISO charter through 2020. FIO is chartered to provide infrastructure support to facilitate collaborative research and education related to Florida's coastal and ocean environment, and to serve as a coordinating body across academia, state, and federal agencies, ocean science organizations and the private sector in addressing new opportunities and problems to be solved through research, education, and outreach. FIO is an enabler, a facilitator, and a coordinator.

FIO has 30 members today that include 21 full members (all 12 Florida State University System institutions, 5 private higher education institutions, and several other state and federal institutions involved in marine science and management), 8 non-voting associate members, and one affiliate member. In order to preserve the integrity of FIO as an AISO, SUS members retain a majority (at least 51%) vote representation within the full membership of the FIO Council. Aligning the mission of FIO to that of the mission of the State University System of Florida continues to shape FIO's vision and programs. Supporting the SUS "path to preeminence" such that the SUS system is "internationally recognized as a premier public university system, noted for the distinctive and collective strengths of its member institutions" is front and center. Developing quantitative metrics that measure FIO's contributions towards student success, research and innovation, community engagement, and financial stability and efficiencies is underway and should be fully in place by 2018.

The sheer value of Florida's coastal and ocean economy (\$599.8 billion coming from coastal communities in 2014 alone) is an important justification for an organization like FIO. Building expertise across the marine science community and increasing ocean literacy across Florida's coastal communities is essential towards improving the way we manage and protect the resources that drive coastal tourism and other sectors (marine construction, mineral extraction, boat building, commercial and recreational fishing, seafood processing, coastal aquaculture). FIO also aims to promote a better understanding of Florida's marine and coastal issues and to be a hub of oceanography that informs the public about the work of our members and critical issues such as sea level rise and algal blooms that influence coastal communities.

This annual report covers five of the core aspects of FIO's operation: Infrastructure; Student Success; Research and Innovation, Community Outreach, Financials, and concludes with a Looking Ahead section which outlines priority actions for the next year.

FIO Infrastructure

At the core of the Florida Institute of Oceanography (FIO) is the shared infrastructure that gives students and scientists from Florida's academic and research institutions access to subsidized research vessels with offshore and deep water capabilities. Other coastal and regional class vessels with similar capabilities do exist in Florida (e.g., R/V Walton Smith at University of Miami) but are part of the federally supported University-National Oceanographic Laboratory System (UNOLS) fleet that are comparatively expensive and reserved for federally funded National Science Foundation (NSF) grants and other federally funded research programs. A few privately owned converted research vessels also exist that may be available for charter, but these generally lack the specialized capabilities (A-frames, cranes, heavy duty towing winches, sea water collection systems, wet and dry labs, etc..) or the safety standards expected by academia. FIO currently manages two coastal to regional class research vessels (R/V's)- the R/V Weatherbird II and the R/V Bellows and a field station in the Florida Keys – the Keys Marine Lab. Ensuring efficient utilization and management of ship and laboratory resources is a key part of our current strategic plan. A detailed summary of the status of FIO's infrastructure assets is provided below.

New Infrastructure, Technology and Equipment: Similar to research in outer space, advances in marine science are often driven by technology developments. Keeping FIO on the cutting edge of technology is essential for keeping our members competitive in research and exploration. The FIO 2015-2020 strategic plan specifically calls for replacing the R/V Bellows and incorporating equipment upgrades for the vessels. A summary of several of the new technologies and systems acquired by FIO this past year are provided below.

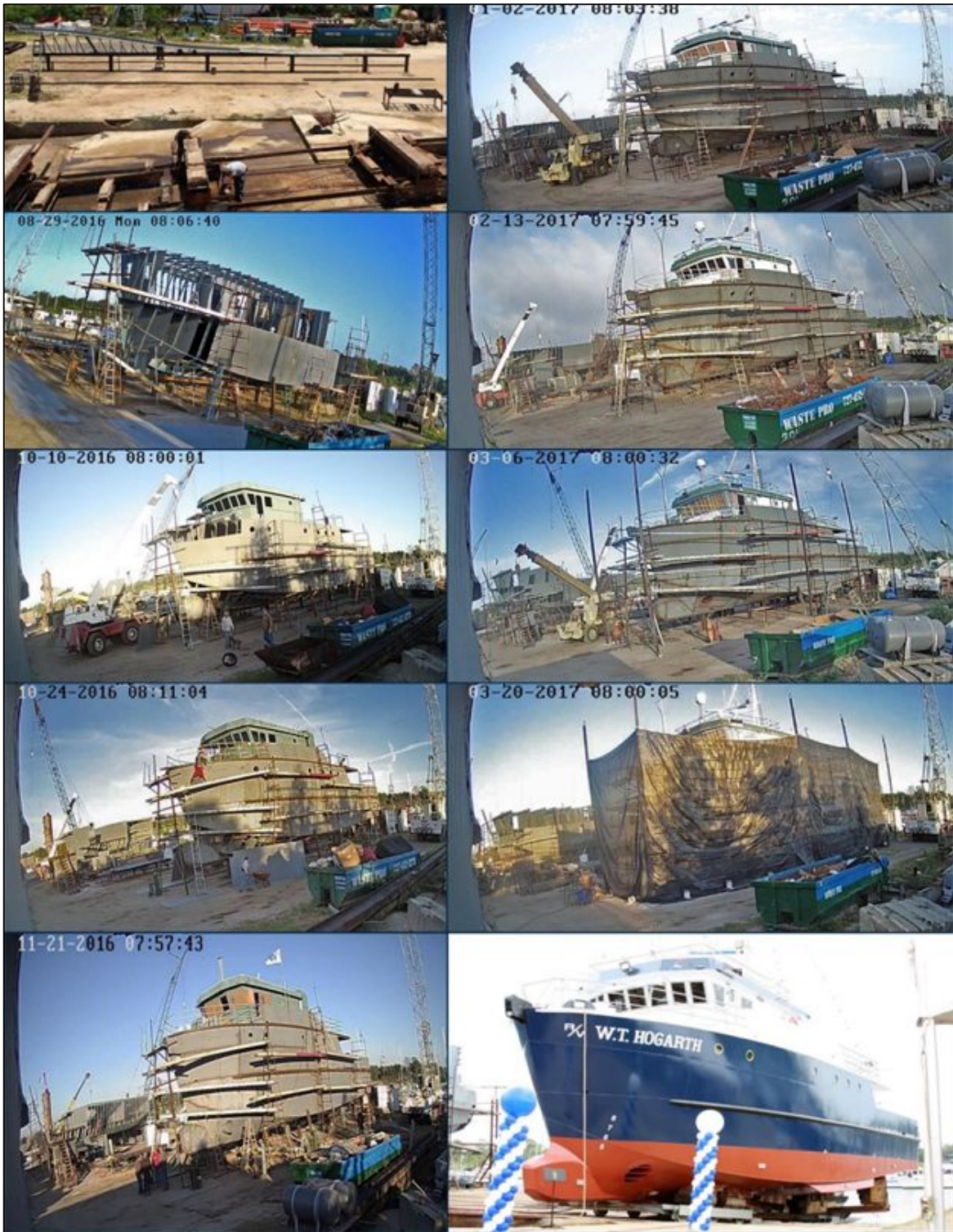
R/V W.T. Hogarth: FIO's newest research vessel, the R/V W.T. Hogarth, completed major construction in May- 12 months after the keel was laid down in Tarpon Springs, FL. Duckworth Steel Boats, a third generation Florida boat builder, built the state-of-the-art research vessel on time and on budget. Named after FIO's former director, Dr. Bill Hogarth, the research vessel has room for a crew of 4 and will assume her role as "Florida's floating lab", carrying students and researchers into the Gulf of Mexico and Atlantic by January 2018. The R/V Hogarth is equipped with berths for 10 scientists, wet and dry labs on board, a satellite internet link and numerous advanced sonar and underwater technologies (see technology section below for a more detailed list of equipment). FIO and the University of South Florida (USF) hosted a *Launching and Christening Ceremony* on May 23rd at the Duckworth Steel Boats shipyard in Tarpon Springs. The event was attended by more than 100 people, including USF President Judy Genshaft and Provost Ralph Wilcox. ABC Action News, Suncoast News, and Tampa Bay Newswire covered the Christening Event in Tarpon Springs and Florida Trends Magazine featured the R/V Hogarth in their May High-Tech Corridor issue. Funded primarily by The State of Florida, The City of St. Petersburg and many FIO full members gave matching contributions that made the construction of the vessel possible including- USF, UWF, FAU, FGCU, UNF, UF, FIT, Eckerd, FIU, FAMU, Nova Southeastern, UCF, and FSU. FIO will be conducting sea trials of the Hogarth and making port

calls around the state this fall and the vessel will be showcased at the Fort Lauderdale International Boat Show on October 31st, 2017

Remotely Operated Vehicle (ROV): A new VideoRay Remote Operated Vehicle will be part of the equipment for the R/V Hogarth pending the final evaluation and purchasing process. The small vehicle will operate off 120 volts and is ideal for seafloor exploration, underwater archaeology, and deep water sampling, among many other uses. She has 300 meters of cable and a depth rating of 1,000 meters. Operations for the ROV will be done with the assistance of Dynamic Positioning Systems. The vehicle will be available for use on the new R/V Hogarth as well as the R/V Weatherbird and the R/V Price and will have a dedicated technician to operate it.

Water Column Sonar System (EK-80): A Kongsburg/Simrad EK-80, a split transducer sonar array with frequencies ranging from 10 to 500 Khz, has been installed in the hull of the R/V Hogarth. This advanced sonar system collects acoustic backscatter in the water column useful for examining everything from plankton to mackerel. This system is very useful for advanced fisheries stock assessment work.

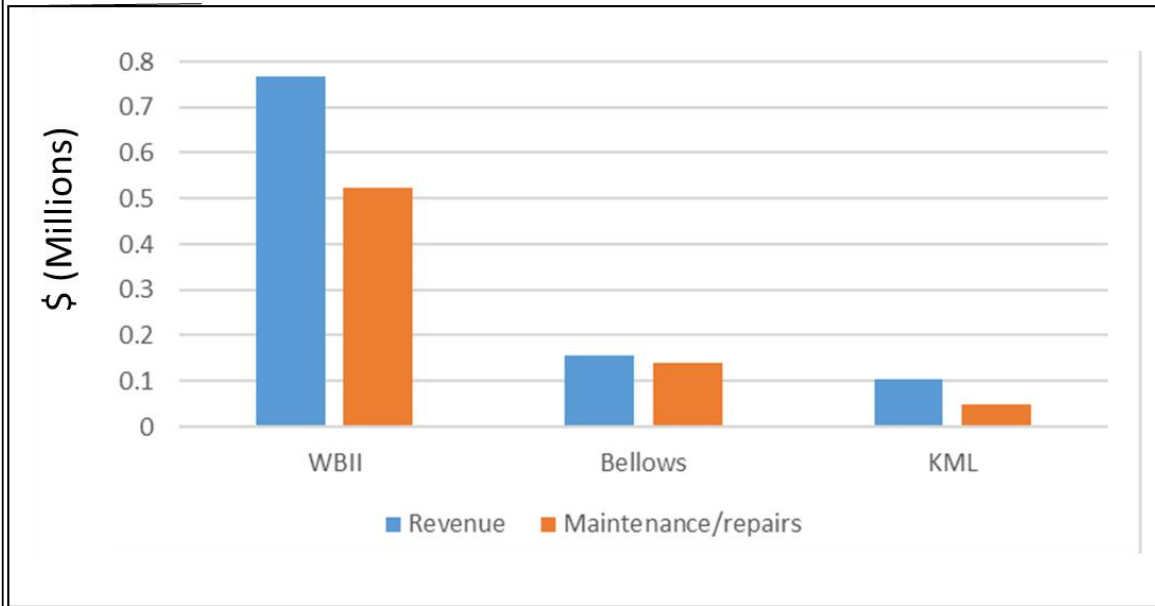
R/V Price: FIO has acquired a 25' research vessel, the R/V Price, to add to our fleet in St. Petersburg, FL. The Price was donated to FIO by the USF College of Marine Science through the generosity of her original users- Drs. Al Hine and Stan Locke. She is equipped with a new four stroke 225 HP Suzuki and will be outfitted by FIO to support nearshore research operations, including diving for up to six divers. Other capabilities include shallow draft (12 inch), interior dry computer space, a 3KW 110 V generator, pole-mounts on port and bow, and a crane capable of hoisting up to 500 lbs. Her daily range is approximately 100 miles with no overnight accommodations. The Price will be operated with a dedicated captain and can be trailered to any destination around the state with access to a boat ramp. She will be available to support nearshore marine research and educational needs this fall.



1: 12 month Construction of the R/V W.T. Hogarth



2: Selected images of interior and equipment for R/V W.T. Hogarth



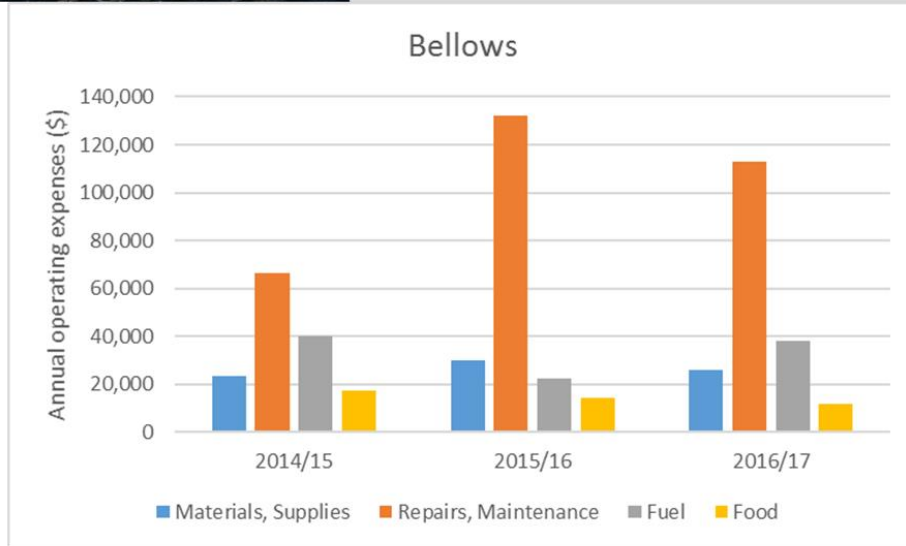
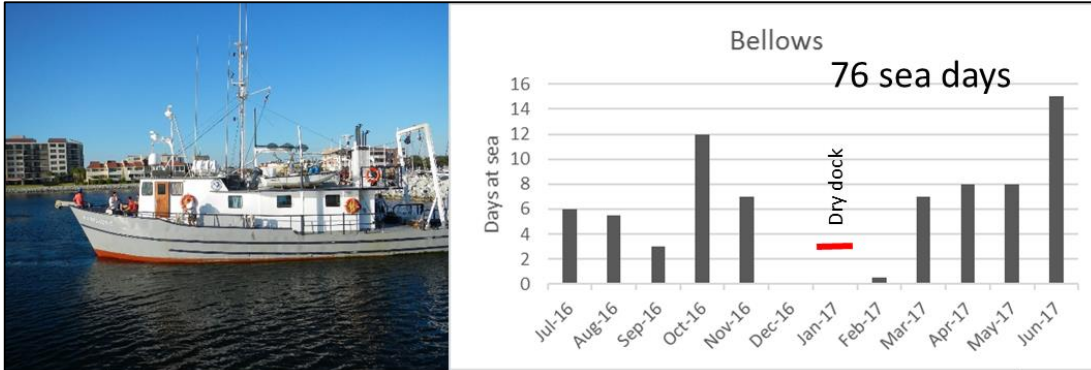
3. top left: R/V Price launching Glider; top right: FIO's new remotely operated vehicle. Bottom: annual revenue vs maintenance for FIO assets

R/V Weatherbird II: The R/V Weatherbird II (WBII), joined FIO's fleet in 2009 upon leaving the UNOLS fleet after serving 20 years at the Bermuda Biological Research Station. Built in 1982, she was refurbished in 1993 to accommodate 14 scientists and a crew of 6 (20 total) with an endurance of two weeks (mainly limited by food storage space). She has undergone major refits by FIO including repowering her main engines and replacing or upgrading all of her winches and electronics. This past year she spent 94 days at sea but lost an additional 16 days of charter due to breakdowns and necessary repairs. An extended 2-month dry dock did allow for a thorough maintenance overhaul during January/February which included repainting, renovating the lab space and rebuilding her hydraulic rams. Upgrades included installing dynamic positioning and a new hull-mounted multibeam bracket to improve her mapping capabilities. During her return trip from Cuba in May, 2017 derelict fishing gear in the waters of Cuba caught in her running gear causing the starboard cutlass bearing to fail. She had to be hauled in June to replace the bearing, straighten the shaft, and replace bushings on both rudders. Total yard bills for both haul outs on the WBII were nearly \$500K. Overall, the WBII is in good running condition, but at 35 years old continues to require substantial annual repairs to keep her in good running condition. The major investments by FIO in refitting and upgrading the vessel over the past 8 years have extended her life probably at least another 10 years.

R/V Bellows. Now in her 48th year, The R/V Bellows has already exceeded the normal lifespan of an academic research vessel and should rightfully be classified as "emeritus." It is no longer cost effective for FIO to keep her in operating service as a research vessel for higher education. Annual maintenance and repair costs exceed her total value. For the past two years, we have hauled her every six months for hull inspections to ensure her structural integrity and safety. She sailed for a total of 76 days in FY16/17, mostly in support of SUS subsidized educational days. Numerous breakdowns resulted in the loss of 25 additional sea days that had to be cancelled or rescheduled into the next year. FIO will have the R/V Bellows hauled and valued in late August, and is exploring options for selling or donating her in 2018. She will be commemorated upon retirement for her many years of service in putting Florida oceanography on the map and helping build several generations of marine scientists.

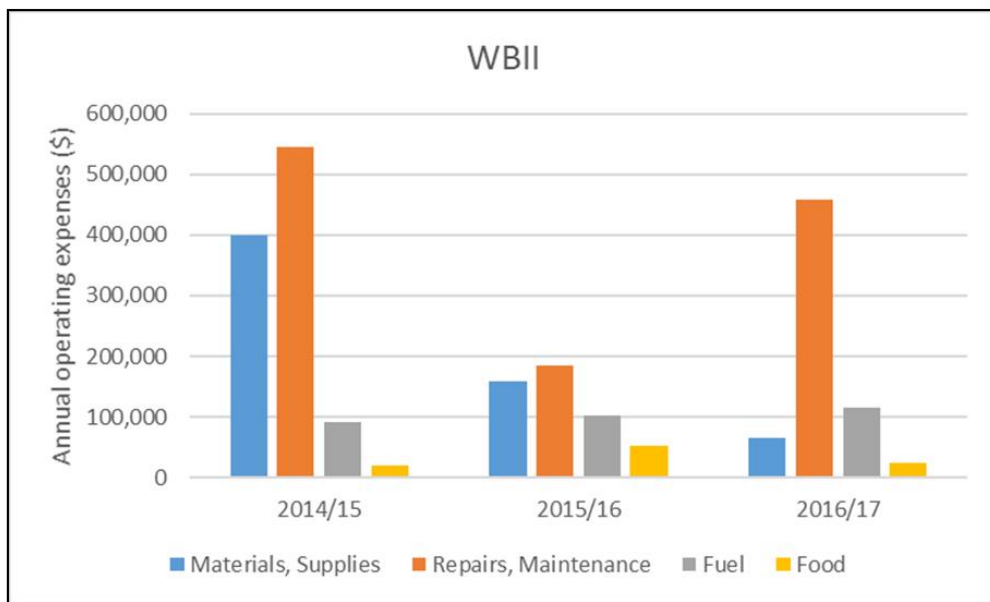
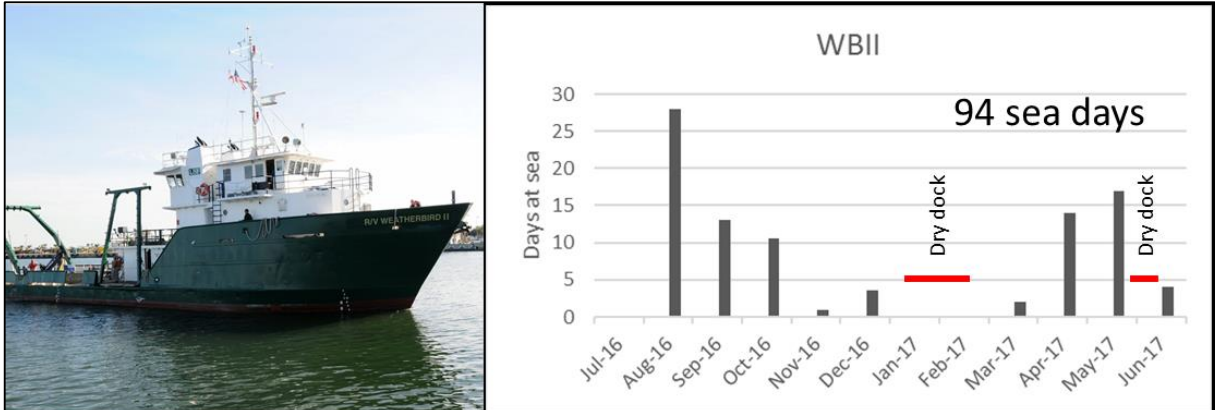
Keys Marine Lab (KML): The ownership transition of the Keys Marine Lab from the Florida Fish and Wildlife Research Institute (FWRI) to FIO was completed last year. This was the first year the lab operated under total FIO management and staffing. The corrosive influence of salt spray continues to take its toll on these old concrete buildings. They are near the end of their useful life and require constant repairs. Renovations and repairs kept nearly 20% of the available dorm space out of service for much of the year. Many users of the lab are staying at other accommodations and using KML as a base for laboratory, small boat, and diving support. A total of 50 institutions used KML last year. A little less than half the usage comes from FIO members with the remainder coming from other non-FIO Florida based institutions and Universities from outside of Florida. The flow through sea water system has been a welcome upgrade to the facility and supports a number of projects including coral rescue and mesocosm tank experiments. A

new small boat (25 foot Parker) was also put into service this year which brings all 4 of KML's small research boats into the rare state of being fairly new and in good working condition. A top priority for KML is to replace the dorm room buildings with new modern structures that are elevated to comply with new building codes and reduce potential hurricane flooding impacts.





Ship days lost due to Mechanical/Maintenance issues-FY16/17			
RV Bellows			
Date	Business	Days lost	Details
August 2016	Contract	1	Air conditioning failure led to 1 lost day. Four additional days lost due to Hurricane Hermine
September 2016	Contract	1	This cruise originally scheduled as two 8 day legs. First leg was delayed by one day due to problems with science party's side scan sonar.
September 2016	Contract	1	Lost due to science party equipment failure
September 2016	Contract	7	Four days lost due to Due to weather. After weather delay the first leg was cancelled
October, 2016	Contract	8	Days lost due to 32 v battery charger failure. While repairing charger, salt water damage to breaker panel was identified. Breaker replacement further delayed cruise, causing cancellation.
Sept 2016	Contract	6	Days lost due to fuel oil leak in starbord fuel tank. Fuel was leaking into stbd aft science cabin. Required shipyard repair.
June 2017	Subsidized	2	Days lost due to throttle control board failure
Total:		26	

4: R/V Bellows operational overview for2016/17




Ship days lost due to Mechanical/Maintenance issues-FY16/17			
RV Weatherbird II			
Date	Business	Days lost	Details
March 2017	Contract	10	Due to delays encountered with installing and testing the Dynamic Positioning system this cruise could not be scheduled. FWRI rescheduled on another vessel.
June 2017	Internal	1	Ship returned early from software demo cruise due to cutlass bearing failure
June 2017	FIO Summe	1	FIO summer course cruise cancelled due to cutlass bearing failure. Repairs required drydocking the vessel to replace bearing.
June 2017	Subsidized	4	Cruise canceled due to cutlass bearing repairs.
Total:		16	

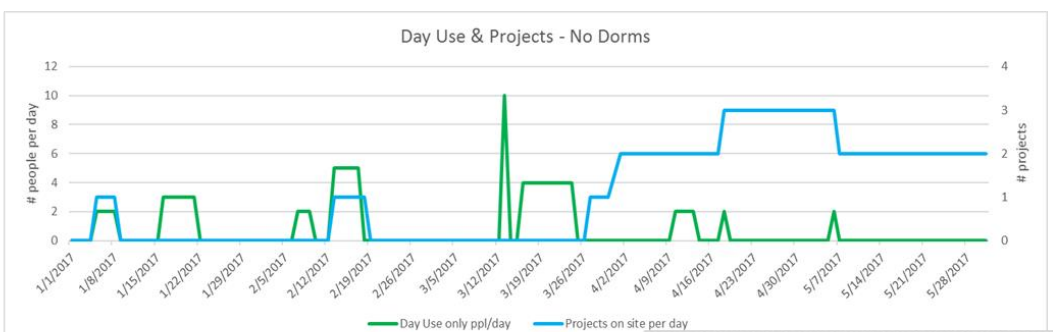
5: R/V Weatherbird II operational overview for 2016/17





KML 122 boat days



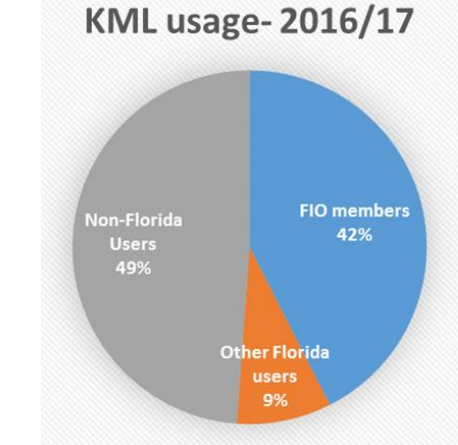
	<u>FY 13 - 14</u>	<u>FY 14 - 15</u>	<u>FY 15 - 16</u>
1 July - 30 Sept	250	229	163
1 Oct - 31 Dec	99	78	49
1 Jan - 31 Mar	56	39	77
1 Apr - Jun 30	323	260	139
Year Total	728	606	428





USF @ Keys Marine Lab
UNIVERSITY OF SOUTH FLORIDA
Winter Session

KML usage- 2016/17



User Type	Percentage
Non-Florida Users	49%
FIO members	42%
Other Florida users	9%

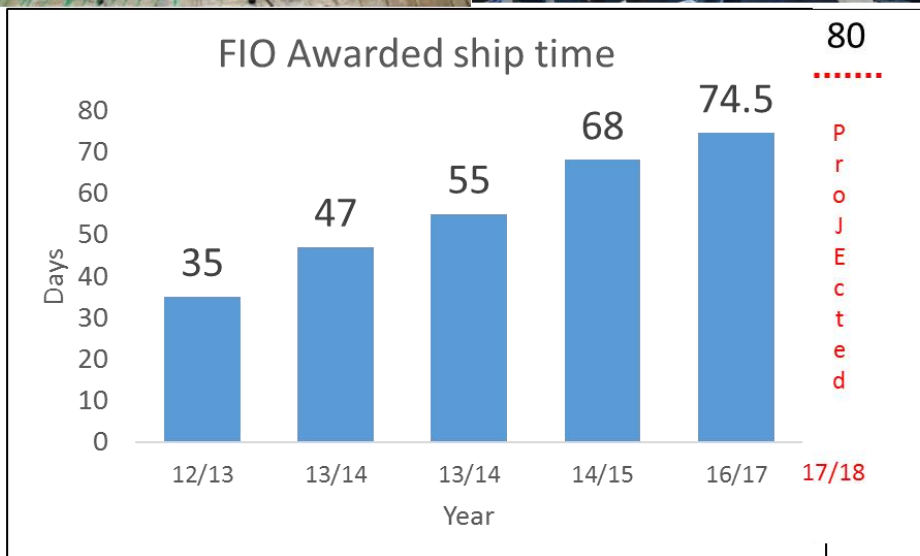
6: Operational overview of Keys Marine Lab for 2016/17

Student Success

Providing higher education students with research training opportunities on safe and well-equipped research vessels is a vital part of FIO's mission. Hands-on shipboard and field lab experience is an important element to undergraduate and graduate instruction that cannot be replaced with distance learning. Six hundred and seventy four (674) undergraduate students and 94 graduate students either sailed on FIO's vessels or used our facilities in the Florida Keys during FY2016/17. Twenty seven (27) undergraduate and graduate marine science related courses were supported by KML last year. The experience of working along-side scientists and learning how to deploy a CTD or trawl or conduct underwater scientific diving can be transformative, driving more to pursue STEM careers. Ultimately, our goal is to track the placement of students that have used FIO assets as we believe it is an important factor in leading students to pursue STEM related careers. We will continue working with our members to develop metrics and a tracking system to quantify the placement influence on undergraduate and graduate students in the coming year.

Subsidized Ship/Field lab Program: The subsidized ship program supported by FIO's recurring State funding offers its members affordable marine educational opportunities that otherwise would be out of reach for most public universities. This program specifically helps with "equitable distribution of assets" objectives outlined in the 2015-2020 FIO Strategic Plan. The subsidized ship program was established after a legislative budget request (LBR) was approved in 2012 and is open to all full FIO members. In 2014, a second LBR to FIO allowed the Keys Marine Lab facility to be included into the program. Proposals that are received by the March deadline are reviewed by the FIO Ships Committee and ranked based on past performance and outcomes towards student achievement. FIO tries to fund as many ship and lab days as possible each year, but it is contingent on our budget. During the FY16/17 year, a total of 74.5 ship days were granted at an estimated value of \$387,400. This is double the 35 days specified in the original request and exceeds the 60 day goal that FIO set back in 2014. Of great concern is that the 2012 LBR that allowed for the subsidized ship program was line-item vetoed this year by the Governor's office. Despite this, FIO will be using carry forward funding to support projected 80 days of ship time next year while working with our members to restore funding for the Program in future years.

Summer Field Studies Course: Since 2013, FIO has sponsored a summer field studies course for undergraduate students which is accredited (4 credit hours) by any SUS institution (course number OCB 3108 or BSC 3060). It is one of the only multi-institutional marine science courses in the State. Now in its fifth year, the FIO Field Studies Course is a 5-week, field-intensive experience that immerses students in studying the natural history and coastal/offshore ecological processes across the State of Florida. The course includes a week at Jacksonville (hosted by UNF), Long Key at FIO's Keys Marine Lab (hosted by FAU), St. Petersburg (hosted by USFSP), Fort Myers at the Vester Field Station (hosted by FGCU) and in Pensacola (hosted by UWF). In 2017/18, seventeen



FIO ship time grants for 2016/17

Cruise Number	Affiliation	Educational/Research Description
BE-1705	University of South Florida	Undergraduate-Graduate paleobiology field research
BE-1706	Eckerd College	Undergraduate teaching, Chemical and Physical Oceanography
BE-1707	Florida Gulf Coast University	Interdisciplinary study of continental shelf environments of SW Florida
BE-1708	Florida Atlantic University	Field Instruction, Fish biology
BE-1709	University of West Florida	Field Instruction, Fish biology
BE-1712	USF-COMPS	Physical oceanography for students; current profiler deployment
BE-1713	Eckerd College	Undergraduate teaching, Chemical and Physical Oceanography
BE-1714	FAU/Harbor Branch	Ocean Discovery for Undergraduates
BE-1715	New College	Large Shark surveys in offshore waters of southwest Florida
BE-1717	Florida International University	Biodiversity of marine invertebrates in shallow, deep bank communities in GOM
BE-1718	University of Florida	Algal diversity in the Florida Keys and Dry Tortugas for drug discovery
BE-1719	Florida Institute of Technology	Ocean Engineering underwater robotics design and testing
BE-1720	Florida Institute of Technology	Tarpon and offshore larval fish sampling

7: Overview of FIO's subsidized ship program which provided 254 undergraduate students at sea experience in 2016/17

undergraduate students from 4 SUS Universities participated in the course. A combined 68 credit hours of course work were granted towards their graduation. The students' experiences were detailed on blogs and pictures, on the course's website: <http://marinefieldstudies2017.blogspot.com>.

FIO contracted the SmartStart Evaluation and Research team to conduct an independent review of the course and better determine its impact and effectiveness. As part of the evaluation process, SmartStart contacted past and present course participants to determine if the knowledge and skills they learned influenced their career trajectories. The survey outcomes are still being formulated but preliminary results provided some valuable information. According to past participants, 100% of them have used the knowledge and skills obtained in the FIO Field Studies Course in their academic classes, jobs, or research; 71% of them have continued to conduct research regarding marine science and/or ecosystems and the environment. 60% of past participants are still pursuing their undergraduate degree in a STEM field, 20% of them are currently attending a graduate program in a STEM field, and 17% have completed their bachelor's degree in STEM. Current students, on average, indicated they had increases in the following areas after taking the course: Knowledge, understanding of research, research skills, and preparation to attend graduate school. Eighty five percent (85%) of the current cohort of students indicated that they plan to pursue graduate school and a career in STEM.

Oceanography Camp for Girls: The Oceanography Camp for Girls, a 3-week ocean science program for Pinellas County girls in June and hosted by the USF College of Marine Science, provides hands-on experience in order to motivate and enthuse young women entering high school about the marine science field. The annual program, in its 25th year, attracts over 30 students with several days of hands on oceanographic training aboard FIO's vessels. However, a recent interpretation of uninspected Oceanographic Research Vessels' (ORV) regulations by the U. S. Coast Guard determined that students under the age of 18 should not sail as scientists aboard FIO's vessels. Fortunately, The Angari Foundation with their 67' converted private research vessel were able to fill in for FIO this year and carry the students out to sea for two days of hands on oceanography in Tampa Bay. FIO is currently appealing the ruling but for the time being can no longer support this activity going forward.

Other Educational Programs: FIO is continually looking for ways to increase involvement of students with our facilities and programs and better measure the impact different FIO programs have on student placement. The 2015-2020 FIO Strategic Plan identified a number of areas to focus on including 1) expanding FIO offered certificate courses; 2) K-12 teacher courses; 3) grant writing with our members for research educational opportunities; 4)and increasing on-line course opportunities for hands-on learning. During FY16/17, FIO did work to expand course offering utilizing our assets including efforts to attract and increase usage of the lab during the low-use winter and spring intersessional periods. A USF marine science field course to be based at KML was developed and listed for winter, 2016 but was cancelled when it fell two students short of the minimum enrollment. The course will be relisted this year. We are also exploring the

development of a multi-institutional FIO graduate level field course. Other FIO programs that benefit students include the establishment of a graduate student poster session at the FLRACEP All Hands Meeting in October, 2016. Awards were given to the top four posters and the event will be expanded this year and incorporated into the Florida Marine Science Symposium.



420 Undergraduate Students used KML
254 Undergraduate Students sailed on WBII/Bellows
54 Graduate Students sailed on WBII/Bellows

Educational courses supported by KML- 2016/17

Affiliation	Course Description
Augustana University	Biology 397 Introduction to Marine Biology
Ave Maria University	Marine Zoology BIOL400-taxonomy, identification, and community ecology fauna
Ave Maria University	BIOL 106 Environmental Science 2
Benton-Carroll-Salem School District	Oak Harbor Marine Science-Tour and boat trip
Central Christian High School	Boat trip to a local patch reef. Staying at Goshen
Clemson University	Conservation of Marine Resources and Marine Ecology Creative InquiryBIOL4910
Florida Atlantic University	Marine Biology Field Studies Lab at FAU. Shows students sampling techniques
Florida Atlantic University	FIO Summer Course
Florida Gulf Coast University	Marine Ecology OCB 4633C-students develop ability to visually identify orgs.
Florida Master Naturalists Program	Florida Master Naturalist Program Habitat Evaluation
Florida State University	OCB 5264-0001/OCE 4930-0003 REEF Ecology and Ocean
Georgia State University	Topics in Biology: Florida Keys Ecology and Conservation BIOL4930
Goshen College	BIOL 340 Marine Biology: Students studying a variety of marine habitats
Lake Center Christian School	High School marine biology class based at Goshen College's marine biology facility
McGill University	To understand the role of Red Mangroves as a dynamic foundational species.
NEU Environmental & Education LLC	University of Florida IFAS FMNP Habitat Evaluation Course
Nova Southeastern University	Graduate class in Taxonomy of Marine Invertebrates (OCMB-6058)
Palm Beach State College	Student activities, Volunteer program
University of Colorado at Boulder	EBIO2091 Field Studies in Tropical Island Ecology
University of Florida IFAS Office	MMM4 Post-Conference Workshop
University of Louisiana at Lafayette	Marine Botany- Course identifying seaweeds in various habitats around KML
University of Mainz	Field Trip:tropical habitats, marine fauna, collection & ID, simple experiment
University of North Florida	Collection: Algae for Marine Botany class
University of North Florida	Graduate student came down May 16 to drop off algae. Grew it for 5 days and picked up on 21
University of South Florida	EVR 2001 and SLS 2011 Intro to Environmental Sciences and University Experience courses
University of Tampa	BIO 340 Ichthyology; Mar 227 Marine Ecology
Whale Center/USF	One Planet One Ocean class

8:FIO supported nearly 30 marine science courses in 2016/17- many at the Keys Marine Lab which is ideal for hands on field experiences



"Overall this class was such an amazing experience that has taught me so much about the different environments around Florida, organisms within those environments, and techniques to study those organisms and ecosystems. This class also introduced me to the many jobs and opportunities out there that sparked my interest. I am excited to start research within the next year and I think this class has prepared me for some of the classes and research methods to come. Thank you to everyone who made this class possible. This class has made a difference in my life and I am sure many others feel the same way." Emily Williams- UNF

"For anyone who is on the fence for this course, 100% give it a shot. This was a once in a lifetime opportunity that I don't think I'll soon forget."
Michael Klugman- USF-SP

"This course has provided me with the chance to see what areas of marine biology I'm passionate about, and what my strengths and weaknesses are, so that I end up in the field that suits me best." Kayli Morgan- UWF

"From pushing a boat off oyster reefs, to swimming with sharks and barracudas, to all of our hair standing straight up during a thunderstorm due to the electricity in the air, I can say this trip has been an amazing adventure I wouldn't trade for anything" Samantha Shaw- UNF

Educational courses supported on FIO Research Vessels 2016/17	
Affiliation	Course Description
Eckerd College	MS 199 - Honors Marine Science Freshman Research Program
Eckerd College	MS 342 - Chemical and Physical Oceanography
Eckerd College	Elasmobranch Biology
FAU/HBOI	BSC 4930 - Introduction to Ocean Exploration for Undergraduates
Florida Atlantic University	BSC 6936 - Elasmobiology
Florida Gulf Coast University	ZOO 3205C - Invertebrate Zoology, OCB 4633C - Marine Ecology, OCE 3008C - Oceanography
Florida Gulf Coast University	OCE 3008C - Oceanography, OCE 3002C - Physical Oceanography
Florida Institute of Technology	BIO 3610 - Field Methods in Fishery Biology
Florida Institute of Technology	OCE 4911, 4912, 4913 - Marine Field Projects
Florida International University	OCB 4004C - Biological Oceanography at Sea
Mote Marine Laboratory	College Intern Program
New College of Florida	Biology of Sharks, Skates, and Rays
University of South Florida	BSC 4933 - Biology of Sharks and Rays
University of South Florida	GLY 4780, 6739 - Field Paleobiology
University of South Florida	Multiple Courses, Fish Biology
University of West Florida	ZOO 4304/5305 - Marine Vertebrate Zoology

9: Top: FIO 2017 Summer Field Studies Course and excerpts from students blogs. Bottom: Table of University courses supported by FIO vessels during 2016/17

Research and Innovation

FIO was involved with assisting numerous marine research projects with our vessels and the Keys lab during FY16/17. At KML, 119 researchers used the facility undertaking 47 distinct research projects. Use of the lab for research was up this year, in part because of the recently installed seawater filtration capabilities that allow sophisticated seawater tank experiments on site. Fisheries related science remains a focal area for chartered vessel use of FIO's vessels. The FIO Vessels supported 7 distinct large research projects in the past fiscal year that involved a rotating team of over 80 researchers and graduate students. Both FWRI and USF have multi-year on-going fisheries and habitat mapping projects examining the west Florida Shelf that are funded by the National Fish and Wildlife Foundation (NFWF). Projects funded by the Gulf of Mexico Research Initiative (GOMRI) associated with the BP *Deepwater Horizon* settlement also supported a large amount of chartered vessel sea days. The GOMRI is starting to wind down its funding and will be announcing its final round of research funding in the fall, 2017. Florida Universities have been very competitive during the first two rounds of funding securing nearly 40% of the available funds.

Research:

Large International Expeditions: FIO undertook an extensive Gulf-wide expedition led by Dr. Steve Murawski in August, 2016 that spanned over 4,500 miles over a period of 33 days. The cruise resulted in literally thousands of samples of fish, sediments, water, and plankton and its successful completion represented a major milestone for the CIMAGE project funded by the Gulf of Mexico Research Initiative (GOMRI). In May, the R/V Weatherbird II undertook a historic research expedition to Cuba to complete Gulf-wide sampling for examining the impacts of oil on the Gulf ecosystem. USF College of Marine Science professor and CIMAGE lead PI, Dr. Steve Murawski and University of Havana's Dr. Maickel Armenteros served as co-chief scientists on the voyage. Researchers from USF, Eckerd College and Texas A&M were on board and upon arriving at the Cuban shores, welcomed students and researchers from the University of Havana. The research team was able to collect 50 fish-egg and zooplankton samples, 150 water samples, 450 fish, and 1,500 sediment samples on the 18-day expedition along the northwest shores of Cuba. The samples will help scientists create a set of environmental baselines so that they can identify and assess the presence of chemical signatures in future oil spills or related disasters and the potential ecological impacts that occur.

Grants: Seeking grant funds collaboratively with our members and making competitive grant funds available to our members are two ways FIO can clearly add value to what our members are already doing to advance research and innovation goals. The FLRACEP, administered by FIO since August 2015, is managing \$4.7M in funds, the majority of which is programed as grants to FIO members. During the past fiscal year, FIO also worked with our member institutions to submit \$2.4 M in proposals to federal sources such as National Academies of Science. The last two strategic plans for FIO called for expanding our role in coordinating marine research between our



Cruise Number	Affiliation	Research Description
WB-1701	USF-GOMRI/C-IMAGE	Fisheries, sediment, water quality oil spill. Expedition to Mexico, Northern Gulf
WB-1702	Florida Wildlife Commission/FWRI	Gulf fisheries and habitat studies- Side Scan Sonar, Camera pods
WB-1703	USF CSCAMP	Gulf fisheries and habitat studies- Towed Camera Array, multibeam mapping
WB-1704	Florida Wildlife Commission/FWRI	Gulf fisheries and habitat studies- Side Scan Sonar, Camera pods
WB-1705	Johns Hopkins University	Acoustic technology field tests, CTD, Water quality
WB-1706	Florida Wildlife Commission/FWRI	Gulf fisheries and habitat studies- Side Scan Sonar, Camera pods
WB-1707	USF CSCAMP	Gulf fisheries and habitat studies- Towed Camera Array, multibeam mapping
WB-1708	USF GOMRI/C-IMAGE/FIO	Fisheries, sediment, water quality oil spill. Expedition to Northern Cuba
WB-1709	USF/FIO	Physical Oceanographic studeis of west Florida shelf- offshore buoy maintenance
WB-1710	Florida Wildlife Commission/FWRI	Gulf fisheries and habitat studies- Side Scan Sonar, Camera pods
BE-1701	USF CSCAMP	Fisheries, Benthic habitat mapping
BE-1702	USF CSCAMP	Fisheries, Benthic habitat mapping
BE-1703	Florida Wildlife Commission/FWRI	Gulf fisheries and habitat studies- Side Scan Sonar, Camera pods
BE-1704	USF CSCAMP	Fisheries- acoustic sonar deployment; Benthic habitat mapping
BE-1710	USF SHELF/CSCAMP	Fisheries Benthic habitat mapping
BE-1711	Florida Wildlife Commission/FWRI	Red Tide water sampling
BE-1716	USF-Ocean Technology	Acoustic sensor calibration and glider trials

10: FIO supported over a dozen research projects with our vessels including extended expeditions to Mexico and Cuba

academic members, the state of Florida, and federal management agencies and several new initiatives are underway to address this (see looking forward section).

FLRACEP: FIO is the Gulf coast state entity responsible for administering the Florida RESTORE Act Centers of Excellence Program (FLRACEP). This Program was created by the Resources and Ecosystems Sustainability, Tourist Opportunities, and Revived Economies of the Gulf Coast States Act of 2012 (RESTORE Act), and it is managed by the U.S Department of the Treasury. In total, the Centers of Excellence Research Grants Programs split 2.5 percent of the civil penalties associated with the BP *Deepwater Horizon* oil spill across the five Gulf Coast states, as well as to 25 percent of the interest generated by the overall Trust Fund. Over the course of 15-years, these deposits amount to over \$26M for research grants plus and variable amounts of interest deposited annually for the state of Florida. FLRACEP is currently supporting 11 research grants to 8 Florida universities for a total of \$3.65M. These grants emphasize critical science in support of two eligible RESTORE Act disciplines: coastal fisheries and wildlife research and monitoring, and comprehensive ecosystem monitoring and mapping in the Gulf of Mexico region.

Coordination and Leadership:

GOMURC: The Gulf Of Mexico University Research Collaborative (GOMURC) is a multi-state university-based research consortia that works to promote scientific knowledge, workforce development, and understanding that informs natural resource management decisions at state, regional, national and international levels. GOMURC works to ensure Gulf ecosystem restoration incorporates the best available scientific information and practices, and engage scientists, engineers, and educators. Since it's inception, FIO has been the host of GOMURC with staff co-located in St. Petersburg, FL. In early 2017, FIO hired a part time coordinator for GOMURC- Cara Cooper. In February, 2017, GOMURC partnered with the Gulf of Mexico Alliance (GOMA) and won a competitive contract process to provide the 'best available science review' for new Gulf state and county restoration projects being funded by the RESTORE Council's Bucket 2 and 3 funding streams. GOMURC is working closely with GOMA and the RESTORE Council on this project, and we are currently in the process of setting up an experts database to facilitate running the proposals review process. The best available science review project provides some funding to support the GOMURC operation for the next three years.

Florida Coastal Mapping Program: FIO is co-leading a new effort to examine the current state of Florida's coastal seafloor mapping. Geologic and geophysical data of the coastal seafloor are essential for informed decision making of coastal zone management, navigation, and coastal community planning. These include characterizing underwater habitat maps, quantifying rates of coastal erosion, mineral resource distribution, and the impacts of past and future sea-level rise to name a few. A comprehensive analysis of mapping efforts is overdue and necessary to help coordinate planned mapping efforts, reduce redundancy, help set priorities, and catalyze new seafloor mapping efforts to make Florida a national leader. We have pulled together a technical team of 30 representatives from federal and state institutions/universities that have developed

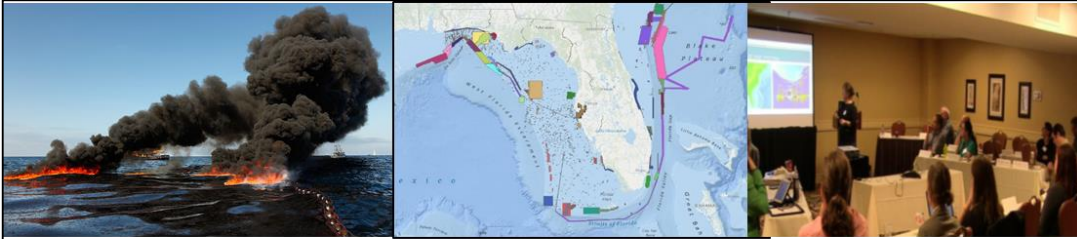
the standards and scope for data compilation. A 2-day workshop will be held in early 2018 to review results and to develop a plan of action to fill priority areas within Florida's coastal waters.



Research Projects supported by KML- 2016/17

Affiliation	Project Description
California State University-Northridge	Genetic variation as a driver of host and symbiont response to increase temp on coral reefs
Cardiff University	collect octocorals/ostracods, preserved back to the UK to examine in a special aquarium
Chesapeake Biological Laboratory	Water sampling along FL Keys Shelf & deployment of milk crates with instruments etc.
Chicago State University	Collecting Caulerpa to sample the surface for ongoing Vibrio research
Chicago State University	Collecting Caulerpa to sample the surface for ongoing Vibrio research
Florida Atlantic University	With Bonefish Research Group
Florida Atlantic University	Collecting bonnethead sharks to take back to Gumbo Limbo Nature Center
Florida Fish and Wildlife Commission	The Keys Terrestrial Climate Adaptation Project
Florida International University	Dendrogyra Spawning to support Dendro Restoration Project
Florida International University/SERC	Use of boat ramp to launch boat to sample Sluiceway for Keys wide sampling.
Florida State Coastal and Marine Laboratory	Movements of endangered smalltooth sawfish.
Florida State University	Fire Sponge examination of growth and survival in seagrass beds and mangrove
Florida State University Dept. of Biological Science	Biodiversity in sponge microecologies: mechanisms and processes that affect biodiversity
Florida State University, EOAS	O2 Measurements in the sandy reef flat using eddy covariance
Florida Wildlife Research Institute	Bi-annual site survey (stag party 2 and TN ROA) for A. Cervicornis etc.
FWC	Attending conference in keys
Ichthyological Research LLC	Bonefish Research and restoration program. Collecting Bonefish to establish broodstock at FAU/HBOI
New Mexico State University	Size and Morphological characteristics of King Conch & other marine invertebrates
NOAA	NOAA Corp diver operations to conduct coral tissue, water, and sediment sampling
NOAA Fisheries Southeast Region	Dendro Rescue Project
NOAA/AOML	Dives to support Florida Keys Marine Biodiversity Observation Network for FKNMS
NOAA/AOML	NOAA corps diver operations to conduct visual benthic coral survey at TN Reef.
NOAA/AOML	Coral tissue, water, and sediment sampling for metagenomics analysis
NOAA/AOML	NOAA Corps Diver Operations to conduct coral tissue, water, and sediment samp.
Rutgers University	Collaborative research with FWC examining recruitment of Diadema antillarum on reefs
Smithsonian Marine Station	"Who is taking over our reefs?" Assessing biodiversity of brown algae
Tropical Audubon Society	Monitoring the Migration of birds of prey through the Keys to assess population trends
University of Alabama	Mangrove Rivulus fish-Seasonal variation in timing of reproduction with environmental variability
University of Buffalo	Examining Symbiont density and phylotype of specific octocoral colonies for 1 year
University of Buffalo	With Mary Alice Coffroth-Octocoral symbiont density and phylotype specific colony 1 yr
University of Buffalo	Study growth rates and reproductive output of Antilloporia americana etc.
University of Buffalo	Genetic variation as a driver of host and symbiont response to increase temp on coral reefs
University of Buffalo	Variations in symbiont diversity in octocorals across seasons and predicted bleaching event
University of California Irvine	To determine if Bonnethead sharks can digest seagrass found in their diets.
University of Connecticut	Deploying passive floating equipment to measure water column optical properties for NASA
University of Florida	Impact of PaV1 on spiny lobster fisheries and ecology and life history of sea cucu and turban snails
University of Florida	CollectEpiBenthicJuvenile(diseased) lobsters w/FWC, scope sites in mid. Keys for sponges
University of Maryland	Flatworm RNA-Sequencing data to understand the great variation of species
University of North Carolina, Chapel Hill	Continuing project with Spiny Lobster-COLLECTION
University of North Carolina-Wilmington	Train NASA aonauts and FIU reserachers in lab of Rodriguez-Lanetty to use CISME
University of North Florida	Research project collected Bonnetheads then released them.
University of South Florida	Feeding ecology and resulting interactions for Cassiopea sp. And pelagic gel. Zooplankton
University of South Florida	Collect foraminifera in vicinity of KML and by boat at Tennessee Reef
University of Tennessee	Lucinids to be collected and their endosymbiont diversity observed and chemosymbiosis investigated
US Geological Survey	Research/Outplanting for insitu research, Acropora palmata and other frags @ 3 diff sites
Whitney Laboratory	Spiny Lobster COLLECTION. Studying Spiny Lobster Olfaction.
Whitney Laboratory	Upside-down Jellyfish collecting all stages of life. Cndarian hosts and symbiotic algae

11: Research projects supported by the Keys Marine Lab during FY16/17



Florida RESTORE Act Centers of Excellence Awards to Date				
Institution	PI	Title	Award	Duration
University of Florida	Dr. Mike Allen	Examining fisheries impacts of invasive lionfish with an ecopath with ecosim model	\$294,006	2015-2017
University of Miami	Dr. Jerry Ault	Biological and economic indicators for assessing recreational fisheries	\$294,000	2015-2017
University of Miami	Dr. Elizabeth Babcock	Improving the use of products derived from monitoring data in ecosystem models in the Gulf of Mexico	\$285,119	2015-2017
Florida International University	Dr. Kevin Boswell	Fishery-independent surveys of reef fish community, size, and age structure off northwest Florida	\$290,742	2015-2017
University of West Florida	Dr. Jane Caffrey	Evaluating fish production and ecosystem impacts of artificial reefs	\$293,991	2015-2017
Florida State University	Dr. Dean Grubbs	Monitoring oil spill effects and recovery in large deep-sea fishes	\$293,960	2015-2017
University of South Florida	Mr. Chad Lembke	Demonstration of fisheries assessment applications for underwater gliders	\$293,555	2015-2017
University of Central Florida	Dr. Kate Mansfield	Ontogenic shifts in sea turtle habitat use and foraging ecology	\$290,803	2015-2017
University of South Florida	Dr. Ernst Peebles	Egg and larval barcoding for Gulf DEPM stock assessments	\$129,265	2015-2017
Nova Southeastern University	Dr. Brian Walker	Hardbottom mapping and community characterization of the west-central Florida Gulf coast	\$293,202	2015-2017
University of South Florida	Dr. Ernst Peebles	Spawning habitat and early-life linkages to fisheries	\$887,200	2016-2019

12: List of grant awards to Florida institutions supported by the Florida Centers of Excellence Program at FIO. First 10 grants are from RFP I and last grant is from RFP II.

Community Outreach

Over the past six years, FIO has grown its community outreach efforts building on the visibility it achieved during the 2010 *Deepwater Horizon* spill. FIO is currently a member of over 24 local and state organizations or outreach programs related to marine science and education. FIO staff attended 99 public or partner/member meetings or events last year, nearly a third of which were led and hosted by FIO at its St. Petersburg offices. We regularly offer vessel tours to K-12 students and the public when they are in port. In the past, FIO's outreach efforts to K-12 organizations was grouped under the educational programs. However, non-higher academic educational activities are now being considered part of general community outreach. Due to our proximity, FIO remains active within the growing state and federal marine science community based in the innovation district of St. Petersburg. Over the past year, these local events have included the St. Petersburg Science Festival, Blue Ocean Film Festival, Eco-discovery Center, St. Pete Ocean Team, and the St. Petersburg Downtown Partnership. However, FIO is also spending considerable effort in growing its digital outreach efforts through various on-line platforms. A summary of some of FIO's outreach efforts are outlined below.

Events: FIO staff attended, presented at and/or contributed to a large number of professional meetings, conferences, workshops, plenaries, and events in the oceanographic and marine science industries in FY 16/17. FIO leadership and staff either hosted, presented at, or participated in 35 professional events in the past fiscal year. Additionally, full-time FIO employees attended 16 industry events and meetings outside the state of Florida, 26 events in Florida but outside of the Tampa Bay region, and 22 events within the local Tampa Bay market.

Florida Oceans Day: Florida's Economy Built on Land & Sea took place on March 16th at the Florida Capitol in Tallahassee. Thirteen of our member institutions took part in the annual event which included exhibits set up on the second floor of the Capital Building.

KML Winter Science Seminar Series: A monthly seminar open to the public which promotes ocean literacy by featuring speakers discussing scientific projects or covering larger topics of interest. Over 200 participants attended these seminars in 2016/17.

Digital outreach:

In order to stay competitive and up to date in today's evolving technology world, FIO completed an IT infrastructure overhaul last year. We completed a competitive review, analysis and design that led us to implement several upgrades and improvements. FIO's server was fully upgraded to support the department's databases and content management software (CMS) improvements; the database now is an object relational database which has additional SQL analytical functions and capabilities, and the CMS went from the "outdated" Joomla system to Drupal 8.

Newsletter: The FIO newsletter was reissued in June, 2017 and will continue to be produced on a quarterly basis and sent out to our members and roughly 300 users of the FIO general listserve. The newsletter format is designed to highlight projects and programs while also compiling upcoming meeting and funding opportunities.

Website: Once the upgrades were completed, FIO worked on updating the fio.usf.edu website from a static site to a responsive, database driven site. The layout was redesigned and essentially reconfigured three aggregate websites into one under Drupal with the main advantage being that the webmaster only needs to update content in one page and all views of this content will be automatically updated. The FIO website saw over 15,600 visitors over the past year, with our highest month seeing 1,833 site visits. The site's most popular page is the "Vessel Tracker" page which shows where FIO's research vessels are positioned via GPS. Internet users spent an average of 2 minutes and 53 seconds on our page and we had more than 10,500 "unique visitors" (first-time visitors) to our website this year.

Twitter: FIO continues to have an active social media including twitter. FIO picked up 81 new followers on twitter this past year and increased our monthly profile visits from an average of 105 a month to 358 a month. Social media has a fairly low cost when you are not generating original content and while the reach can be quiet large, the overall impact on FIO's (and our members) visibility remains less clear.

YouTube Channel: Digital content in the form of videos has been an area of growth for FIO for the past three years. Views of videos posted on the FIO Youtube channel exceeded 2,500 this past year. Watchtime has also continued to climb and exceeded 3,500 minutes. We plan to record videos of presentations made during the Florida Marine Science Symposium to scale up the range and amount of FIO video content in the coming year.

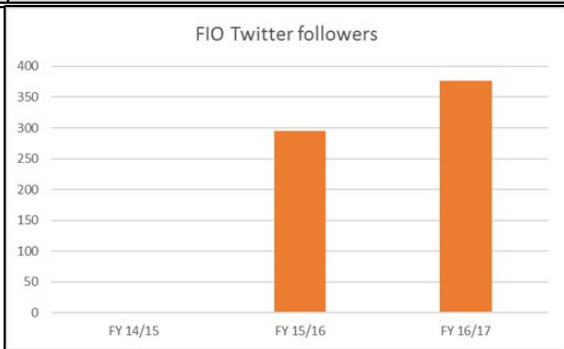
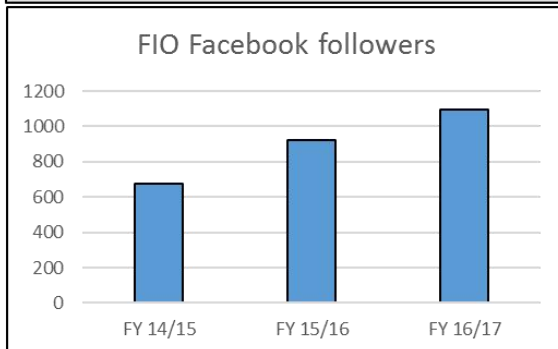
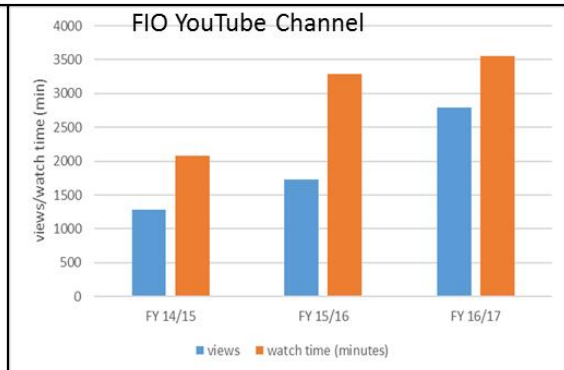
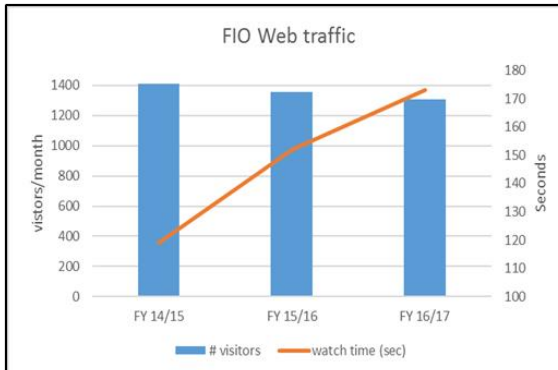
Facebook: At the end of FY15/16, FIO had 925 Facebook Likes (followers) with an average of 243 daily engagements (times our followers interacted with our posted content) and a total of 2,184 unique visitors. At the end of FY16/17, FIO had 1,096 Likes (an increase of 171 users) and an average of 512 daily engagements with a total of 4,806 unique visitors.

FIO in the News: FIO's presence in the news spiked this year thanks to the R/V Hogarth Christening Ceremony on May 23rd and the coverage for the historic Cuba cruise aboard the R/V Weatherbird II where FIO was prominently mentioned. The following news outlets mentioned or featured FIO in articles or reports: ABC Action News; Fox 13 News; Tampa Bay Times; Sarasota Herald-Tribune; WUSF; Tampa Bay Business Journal; The Patch; The Maritime Executive; Florida Trend; Suncoast News; St. Augustine Record; Tampa Bay Newswire; TBO.com; news-press.com; and 83degreesmedia.



FY2016/17 meetings/events attended by FIO

FIO Hosted	35
Within Florida	26
Tampa region	22
Outside FL	16
Total	99



13:FIO community outreach and digital communication overview for 2016/17

Financial Summary

FIO started FY2016/17 year with an operating budget of \$5.14 M that included \$3.1M in recurring funding and carry forward funding from previous year. A mandated reserve for the Keys Marine Lab stands at 277K. Operating expenses reached \$4.32M last year which included covering all of FIO's remaining match funding obligations toward the construction of the new research vessel as well as major repairs on both the R/V WBII and R/V Bellows. While final fiscal closing from last year is still underway, FIO is expected to end the year with \$2.71M in funds, a portion of which will be carried forward into next fiscal year and added to mandated reserves to cover hurricane and other major problems with our infrastructure. While FIO is in a good financial position and can afford to continue its activities (subsidized ship program) and other programs for the upcoming year by drawing on these carry forward funds, restoring recurring funds will be essential if these programs are to continue beyond 2017/18.

Florida Institute of Oceanography	
Financial Summary	
June 30, 2017	
Beginning of Year	
Operating *E&G/CF	\$ 5,147,642
Reserve (KML)	277,298
Operating Auxiliary Revenue	1,615,242
Less, Operating Expenses	<u>4,321,100</u>
Net, End of Year	\$ 2,719,082

Note: *Begin FY17/18-Operating E&G- less recurring amount of \$1,174,500 due to LBR reduction

The total university book value of FIO's depreciable assets (not including land) stands at \$3.1M at the end of the 2016/17 fiscal year. This number should grow in excess of \$9M once FIO takes possession of the R/V Hogarth in 2017/18. A reserve goal is to have a minimum of 10% of FIO's depreciable assets in mandated reserves going forward to reduce the risks associated with hurricanes or major breakdowns on the vessels.

Grant administration: FIO continues to administer a number of grants for the benefit of our members. We have approximately \$4.6M of grant funding (primarily associated with the FLRACEP program) under management as well as smaller grants that are supporting GOMURC and some ship time. During the past year, FIO applied for an additional \$2.4M in grant funds (with our members) from federal sources that will be announced later this year. FIO will continue to seek grant funding in conjunction with our members to increase paid ship time and grow research and education programs for our members.

Legislative initiatives: An LBR to improve the Keys Marine Lab facility and expand its capabilities was submitted for the FY 2016/17 Legislative session. The \$1.8M request was approved by the Board of Governor but ultimately was not introduced or advanced in the Florida legislature. With FIO's large vessels in good shape, the Keys Marine Lab infrastructure remains one of the outstanding issues that will continue to be a high priority until the buildings are replaced.

Private fundraising: Through the USF Foundation, FIO is able to accept private donations that support our mission. In 2016/17, FIO set up two new funds- an Education Fund that will be used to support an onsite intern program integrating undergraduate and graduate students from member institutions with the operations and research activities of the Keys Marine Laboratory or aboard FIO research vessels. A second fund, The FIO Innovation fund was also set up to create, sustain or grow innovative projects in marine research and technology. In the coming year, FIO will work to grow these funds and expand its private fundraising efforts with our members.

Looking Forward

The year ahead will be a busy one as we move towards implementing more components of the strategic plan. Nearly all of the activities already underway or planned for next year can be traced back to the approved 2015-2020 FIO strategic plan (see appendix A). Providing greater leadership in setting and advancing statewide marine science priorities through the establishment of working groups composed by experts from our membership. The recently launched Florida Coastal Mapping Program is an example of what the kind of leadership that FIO can offer. This Program is being co-led by FIO and USGS and now consists of both a Steering Committee (composed of 4 federal and 3 state agencies) and a Technical Working Group (composed federal and state agencies, and FIO member academic experts) that are compiling existing data and analyzing gaps. Other state-wide working groups being considered for development during the next year include habitat monitoring standards, building state-wide ecosystem models to support decision making, advancing deep water animal tracking efforts, and coastal engineering for sea level rise.

Another area of strategic emphasis is outreach and keeping our members and the citizens of Florida informed about our activities. The breadth of academic and marine specialty expertise within FIO's membership is immense and growing yearly. Yet, quantifying and harnessing our intellectual capital remains challenging as there is no up-to-date marine experts database for the state of Florida. We will be addressing this by hiring a part time student this summer to conduct in detail inventory of FL institutions and the principal investigator expertise currently within the State. FIO also relaunched the FIO quarterly newsletter and will be producing a new external annual report this fall. We plan to use the new R/V Hogarth to increase outreach and visibility. The vessel will be on display at the Ft. Lauderdale International Boat Show Oct 31-Nov 4th this year. With over 1,000 boats, 900 exhibitors, and thousands of attendees, the International Boat Show will provide invaluable exposure for the R/V Hogarth and our participating member institutions, FAU, FIU, Nova Southeastern, Mote, and the University of Miami. The International Boat Show will be one of the stops for FIO's 2017 Ports Tour in which the R/V Hogarth and its crew will be circumnavigating the state of Florida. With planned stops in the ports of Pensacola, Ft. Myers, Naples, the Keys, Miami, Ft. Lauderdale, St. Augustine and Jacksonville. In the coming year, FIO will continue the move towards becoming a hub of information related to marine science and education across the state.

Refining our metric-based framework that quantifies FIO's annual contributions towards student success, research and innovation, outreach, and state-wide efficiencies is already underway and will be a core part of our annual reporting by 2017/18. With the R/V Hogarth coming on line and several other upgraded vessels now in the fleet, we will be looking to develop and expand marketing efforts within the US and abroad to increase contractual usage of assets. FIO will also be holding the first Florida Marine Science Symposium that will bring together scientists, managers, and students from across the state to St. Petersburg, FL. This year's inaugural event will feature 24 scientists that will cover four topical areas of high relevance to resource managers

and should set the foundation for what is expected to become a flagship annual event for FIO. We hope to unveil a new Florida marine experts database next year that will improve our ability to identify experts for working groups and as spokespersons. Expanding the summer field studies course through improved marketing and reach, and the development of other educational programs such as certified short courses (non-credit) in areas of marine technology or specialized field trips is also a goal. Reestablishing the “FIO Board of Visitors” is also planned for next year as this group can serve to connect and increase FIO’s visibility within and outside the state. Even though the current funding environment is challenging, FIO has a number of activities already underway that will be rolled out in the coming year to add value to our FIO membership and increase efficiency and the return on investment to the citizens of Florida.

Priority areas that FIO will focus on during the next year will include:

1. Restore FIO’s vetoed Legislative Budget Request funding that supported core operations and the subsidized ship program.
2. Promote FIO’s new research vessel (and other assets) in a new marketing campaign within and outside the state of Florida.
3. Complete a detailed review of FIO member institutions towards developing an experts database and inventory of existing infrastructure that might be part of a new sharing program coordinated by FIO. The development of an “FIO Professionals” database was Identified as a major goal in 2015-2020 FIO SP (Objective 3-6).
4. Complete new metric based performance accountability framework for FIO.
5. Hold the first Marine Science Symposium and grow sponsorship to make this an annual event. Addresses 2015-2020 Strategic Plan (SP) objective of FIO convening workshops to connect experts with managers.
6. Undertake a planning process to develop a design and business plan for renovating and replacing the 80 year old buildings of the Keys Marine Lab. Addresses 2015-2020 SP objective to upgrade or replace KML aging infrastructure.
7. Retire the R/V Bellows and commemorate her 40+ years of service to science and education. Potentially use any proceeds from sale to create an FIO education research fellowship program.
8. Hold the Florida Coastal Mapping Program workshop to develop a multi-year comprehensive plan for mapping all of the shelf areas to a high resolution.
9. Continue to seek new grant funds to expand research and research educational opportunities for FIO members as outlined under 2015-2020 FIO SP 1-5 objective.
10. Put in place a new reserve plan that covers at least 10% of FIO’s depreciable assets.
11. Reestablish the FIO Board of Visitors- a volunteer board of influential figures from academia and business. Addresses 2015-2020 FIO Strategic Plan People Objective (4-2).
12. Expand digital content development and seek new opportunities to incorporate telepresence technology onto our vessels and growing digital on-line presence under Florida marine science and education.

13. Review FIO's membership structure and vessel pricing to increase competitiveness and adapt to current needs and opportunities to improve efficiency and increase use of assets.
14. Establish 4 FIO geographic working groups (Panhandle, West coast, East coast, South Florida) with a goal of increasing coordination and setting priorities for research, research education, and infrastructure usage.
15. Continue leadership and academic coordination efforts to create "working groups" around key coastal issues across Florida.
16. Publish a short public facing FIO annual report that includes the institutions, people and stories behind the FIO operations. This is intended to help with private fundraising and public visibility. One of the ways FIO can increase member visibility as outlined in Objective 3-1 in the 2015-2020 FIO Strategic Plan.

Appendixes

FIO 2015-2020 strategic plan

FIO Members List

FIO Organizational Chart



Florida Institute of Oceanography Strategic Plan 2015-2020

July 1, 2015

“Supporting Excellence in Marine Science, Technology and Education”

Through infrastructure, programs, information and people.

Introduction

The Florida Institute of Oceanography (FIO) strategic plan of 2010-2015 focused on education, research and outreach, emphasizing communication, networking and collaboration among members and member organizations and their expectations of the FIO. The goals were largely fulfilled. During this period FIO has expanded its role as an infrastructure support organization³, taken on new responsibilities and activities, expanded its membership to include associate and affiliate member organizations, assumed primary responsibility for allocation and management of RESTORE ACT funding to develop the Florida RESTORE ACT Centers of Excellence Program (FLRACEP) and assumed the operation of the Keys Marine Laboratory.

A comprehensive report (**Florida Institute of Oceanography: Member Survey and Recommendations, 2015**) on the current and prospective status of FIO was prepared based on input from every FIO member and others who hold oversight and leadership positions for FIO. The report was distributed to the Strategic Planning Steering Committee which met in July, August and September, 2015 to discuss the information in the document, review the ambitious nature of the FIO Academic Infrastructure Support Organization (AISO)⁴ and to design the goals, objectives and metrics for an updated strategic plan. All members agreed that the AISO needed to reflect a more realistic and feasible guide for FIO, scaling back the aspirations to a more realistic agenda that can be accomplished within a 5-10 year time frame with the appropriate resources and a reasonable level of participation by the members.

In developing the strategic plan, the following statements guided the committee members' thinking:

³ FIO was chartered by the SUS as a service organization.

⁴ Prepared for the first time in 2009.

- 1) FIO is basically a volunteer organization that has substantial member benefits. FIO is poised to expand its activities. To do so requires an increase in staff and member engagement.
- 2) FIO is a collaborative organization. Goals should complement, not compete with activities of the members and their affiliated organizations.
- 3) FIO should create a mechanism to incentivize members to become more deeply engaged in activities that match their expertise and their organizations' capabilities.
- 4) FIO should marry needs of the state with the expertise of its members.

Mission, Vision and Values

The 2010-2015 mission and vision were reviewed and presented more succinctly. A statement of values has been added.

Mission: FIO is chartered to provide infrastructure support to facilitate collaborative research and education related to Florida's coastal and ocean environment, and to serve as a coordinating body across academia, state and federal agencies, ocean science organizations and the private sector in addressing new opportunities and problems to be solved through research, education and outreach. FIO is an enabler, a facilitator and a coordinator.

Vision: To support excellence in marine science, technology and education through infrastructure, programs, information and people.

"Supporting excellence in marine science, technology and education" will serve as a tagline. Four subcategories are mirrored in the four strategic goals for FIO.

Values:

- **Cooperation, collaboration, coordination and participation** – of members to solve problems related to the coast and oceans, to facilitate the education and training of future marine scientists and to provide research results to others to make science-based decisions.
- **Communication** – among members to leverage the collective vast and deep expertise to benefit Florida.
- **Transparency and accountability** – in all interactions that support the members, member institutions and the SUS.

It is difficult to project goals for five years in this rapidly changing environment, and taking into consideration the role of FIO to enable the research and education of its members, many of the objectives projected in the plan will depend upon the efforts of the members and are not the primary responsibilities of FIO. As FIO has done each year, the Annual Report will include a work plan for the upcoming year with specific objectives to be accomplished. The metrics for these objectives will be developed with more specific targets at that time. Some of the objectives will extend over the entire five years, others may be completed in one or a few of the years. The Annual Report also includes progress and accomplishments for the previous year.

Strategic Goals, Objectives and Metrics

1. **INFRASTRUCTURE:** FIO will provide physical and financial assets and coordinate the efficient use of the members' expertise and resources to facilitate and support the research of scientific investigators and students, engage external contractual opportunities, and provide community outreach. FIO responsibility in working with members.

The FIO vessels and equipment and the Keys Marine Laboratory are the primary physical assets available through FIO. Member institutions also have a wide array of facilities and equipment that can be shared to strengthen the mission of FIO. An updated inventory of field marine resources will be developed and FIO will take an active role in the management of other shared resources identified by and in the possession of its members.

Objectives:

- Develop methods to ensure equitable distribution of subsidized ship time to SUS members regardless of geographical location.
- Continue to work for the *R/V Bellows* replacement.
- Expand operation of the vessels to include nonmember contracts. For example, the ships could become "field labs" for national maritime manufacturers to test new devices/equipment.
- Ensure efficient utilization and management of ship and laboratory resources to the fullest extent possible.

- Plan and identify funding to update and upgrade facilities at Keys Marine Lab multi-purpose buildings and residence halls in order to increase use by students and other researchers.
- Recommend important equipment upgrades for the vessels by way of the Ship Scheduling and Coordination Committee.
- Develop an inventory of accessible FIO and member assets and identify gaps in resources that need to be filled.
- Develop an FIO curriculum that engages all SUS members.

FIO Metrics:

1. Amount of external funding to increase the total use rate at KML by 25 percent over five years including housing, classroom, dry lab and wet lab space.
2. Number of ship days at sea separated into subsidized and non-subsidized.
3. Number of ship days paid by nonmembers.

Member Metrics:

4. Number of classes taught with FIO resources.
 5. Number of grants awarded to FIO members that include the use of FIO resources.
 6. Number of publications, theses, dissertations and degrees from FIO members and their students that have used FIO resources.
2. **PROGRAMS:** FIO will seek and provide resources and value-added opportunities for research and educational programs for students at all levels, sustain and build upon the existing programs, and promote new programs and partnerships that expand FIO's role in marine science throughout Florida and the nation. FIO support for member initiatives.

Objectives:

- FIO will coordinate highly specialized courses and training among member institutions in order to have an adequate number of students to assure that offering the program is financially viable, e.g., scientific diving.
- Develop certificate programs for continuing education in disciplines such as marine technology.

- Identify FIO facilities such as KML, aquaria and institutional marine resources as sites for hands-on work to coordinate with on-line courses.
- Initiate more programs for K-12 teachers by providing training and educational materials and seek grant money to support them to engage in these programs.
- FIO will work with members to obtain grants that provide funding for infrastructure and for marine science education.
- Organize an effort to gather and market internships for students in the marine sciences.
- Hold a jobs/informational fair for students to interact with members of the marine industry in Florida.
- Continue to provide leadership for the recovery of the Gulf of Mexico. (e.g., continue to support the Gulf of Mexico University Research Collaborative (GOMURC))

Member Responsibilities:

- Grow and expand the Florida Summer Abroad course and develop other field-oriented courses at KML and other member facilities.
- Organize FIO branded mini-courses to various constituencies to be taught during breaks in the academic year and the summer.

Member Metrics:

1. Number of certificate programs advanced.
2. Number of students completing FIO facilitated courses and training, and the student credit hours (SCH) accumulated.
3. Number of teachers participating in FIO courses.
4. Amount of funding obtained to support teachers in continuing education courses.
5. Amount of new external funding for research infrastructure and marine science education.

3. INFORMATION: FIO will provide a leadership role in communicating scientific information about coastal and marine environments produced by members and

member institutions to benefit the citizens of Florida. FIO and member responsibilities.

Advocacy as a role for FIO is a cross cutting theme which promotes the importance of marine science to Florida as well as the value of FIO as an organization that can synthesize and integrate data into information products. FIO members can provide information, educational opportunities, data and expertise in the marine sciences to investigators, students, businesses, agencies, government, the media and the public, which will benefit from the knowledge in advancing Florida's economy and in making science-based decisions.

Objectives:

- Develop a communications and marketing strategy that promotes the value of FIO as a collective of its members and their broad and deep range of scientific expertise and cost effective research and education resources. It should include, for example, branding FIO via a tagline, new uses for the listserv, developing the newsletter as a mini-magazine, rethinking FIO's role at Ocean's Day in Tallahassee, and preparing economic impact reports, a "sponsored report" or article in *Florida Trend* and a series of fact sheets and multipurpose flyers. The strategy will vary according to the constituency targeted.
- FIO will communicate data on external research dollars FIO members have obtained and the number of jobs this funding supports.
- FIO leadership will communicate personally with legislative and SUS staff about the work and capabilities of FIO.
- FIO will seek an opportunity to report to a BOG committee in order to increase the BOG's familiarity with the work of FIO that the SUS supports.
- FIO will convene workshops that connect people with the expertise to approach unmet needs for research and education and to probe emergent problems in which they can collaborate to develop solutions.
- FIO will prepare comprehensive inventories of talent (member expertise), facilities and equipment and marine stations (see also **People**, "FIO Professionals").
- FIO will maintain a record of interactions it has with all member organizations.

- FIO will attend scientific conferences and present displays of its activities and distribute handouts of its assets and capabilities.

FIO and Member Metrics:

1. Number of visits made to the FIO web site.
2. Number of conferences FIO attends and delivers presentations.
3. Number of workshops organized and number of attendees in various categories (e.g., academic, business, government, public).
4. Amount of external funding (research expenditures) received by FIO members and correlated increase in the number of jobs.
5. Number of visits to member institutions and purpose for the interaction.

4. PEOPLE: FIO members are leaders in marine science programs, organizations and commercial enterprise. The synergy of the member's interests, engagement and expertise will be capitalized upon to support the mission.

Members of FIO are the lifeblood of the organization. Their expertise spans every discipline within the marine sciences. Members and colleagues at their institutions underpin and enhance the activities for which FIO gains recognition across the state, nation—even the world.

FIO and Member Responsibilities:

- Develop the “FIO Professionals” as a collective of scientists who are working in the field of coastal and ocean science, including members and others within their departments, related disciplines and other organizations. Membership in this group requires only the submission of name, academic rank or title, institution, contact information and a one to two line statement of the research area of interest. FIO members will designate categories and FIO Professionals will check one or two appropriate categories for their entry. The document will be maintained on-line and made available to anyone in the state who would benefit from this information. An alert will be sent to, for example, businesses, governments, universities, agencies and a hard copy made available if requested.
- Develop partnerships with members of consortia of other states to increase student and faculty exchanges in the coastal and ocean sciences.

FIO Responsibilities

- Establish new, regular or *ad hoc* committees such as a field lab committee, business relations and development committee, as needed.
- Expand the existing Board of Visitors by adding SUS Academic Vice Presidents and Research Vice Presidents, and others such as a mayor, a port director, an individual engaged in the tourism and restaurant industries, the High Tech Corridor and a power company.

FIO Metrics:

1. Number of individuals enrolled as FIO Professionals.
2. Number of new partnerships and MOUs illustrating the expanding network of FIO influence.
3. New relationships with other state-wide consortia and Florida coastal and ocean organizations.
4. Expand the membership of the Board of Visitors with new Key Opinion Leaders (KOL) members.
5. Number of requests from state and community governments and organizations for information and advice regarding coastal and marine issues and problems.

The **Florida Institute of Oceanography: Member Survey and Recommendations** report lists four possible models to capture the roles and responsibilities for FIO into the future. The Strategic Planning Group settled on a modification of the third suggested model as the most appropriate:

FIO is an organization that will provide infrastructure and broad support for marine research and education, at enhanced levels compared with the present, and promote its leadership in marine science to multiple constituencies within the state and nation.



FIO Advisory Council Membership List 2017

The Institute is governed by the FIO Advisory Council. Council members are appointed by the head of their respective institutions.

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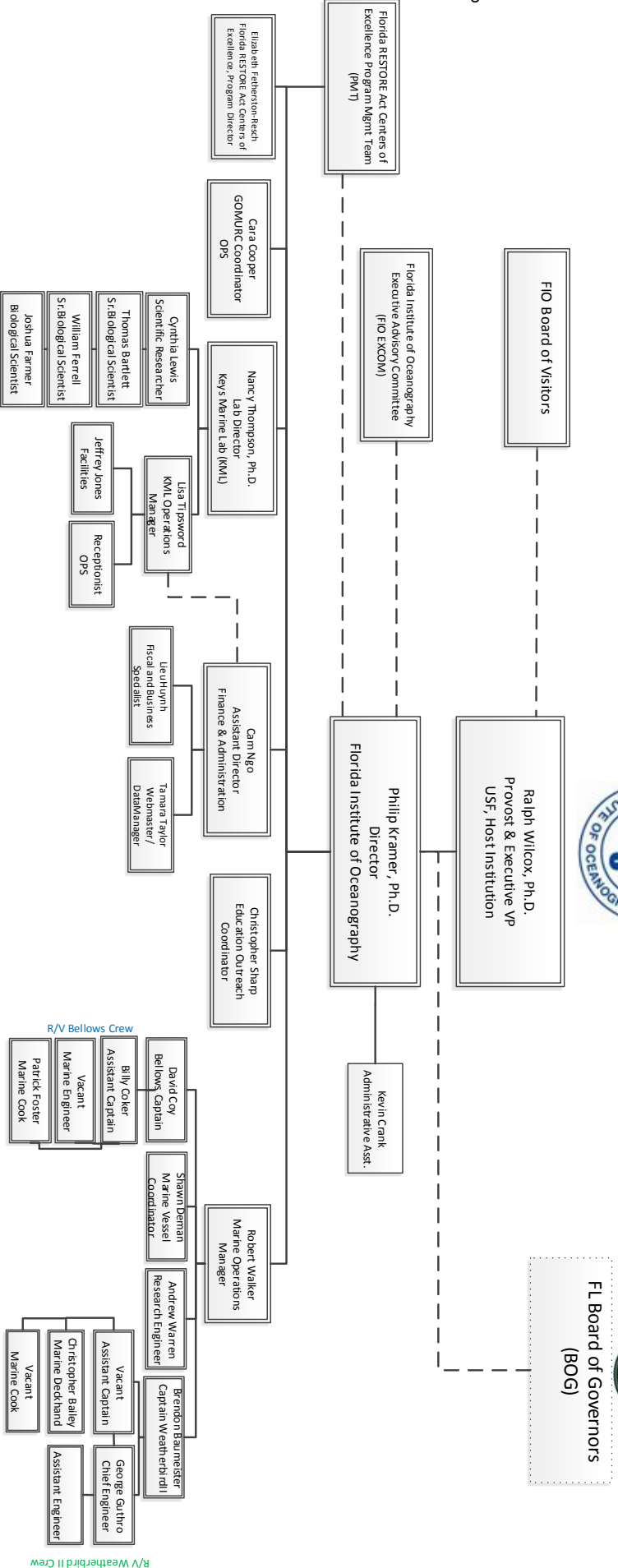
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Florida Institute of Oceanography



FIO FY16/17 Annual Report

Florida Institute of Oceanography

Supporting Excellence in Marine Science, Technology and Education across Florida

Hosted by the University of South Florida



Philip A. Kramer, Ph.D.

Director, Florida Institute of Oceanography

August 17, 2017

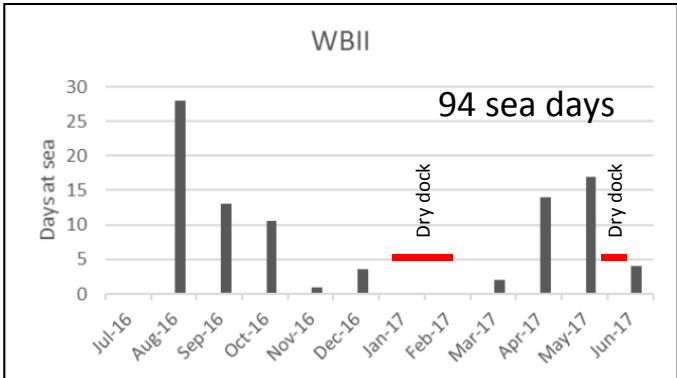
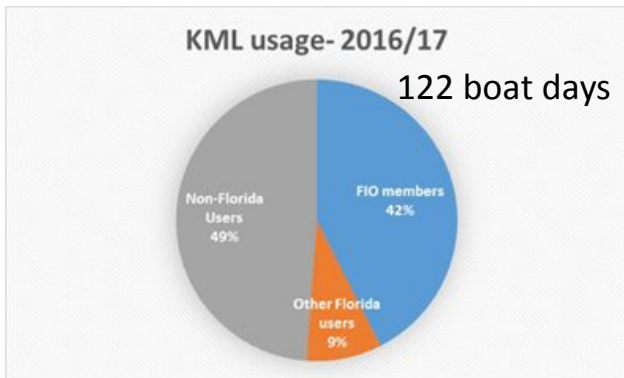
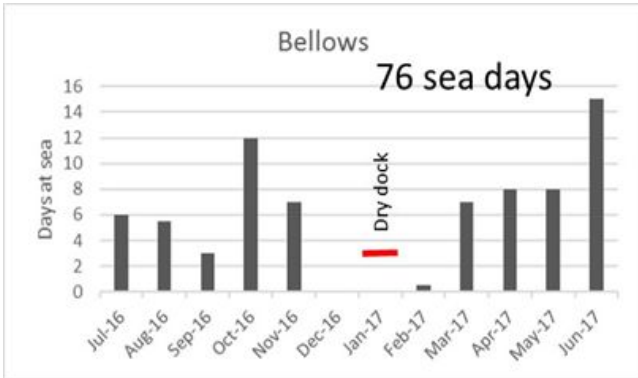
FIO Financial Summary- 2016/17



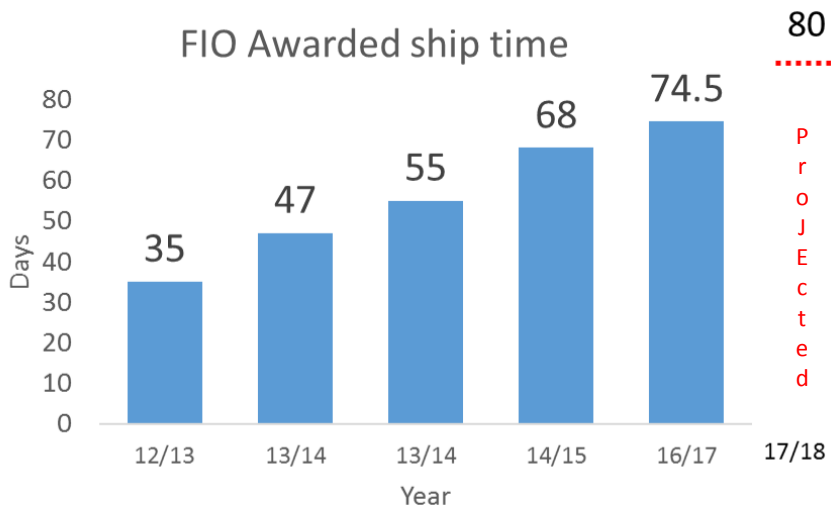
**Florida Institute of Oceanography
Financial Summary
June 30, 2017**

Beginning of Year		
Operating *E&G/CF	\$	5,147,642
Reserve (KML)		277,298
Operating Auxiliary Revenue		1,615,242
Less, Operating Expenses		4,321,100
Net, End of Year	\$	2,719,082

Note: *Begin FY17/18-Operating E&G- less recurring amount of \$1,174,500 due to LBR reduction



FIO Operations for FY16/17



Student Success and Access



"Overall this class was such an amazing experience that has taught me so much about the different environments around Florida, organisms within these environments, and techniques to study these organisms and ecosystems.." Emily Williams- UNF

"For anyone who is on the fence for this course, 100% give it a shot. This was a once in a lifetime opportunity that I don't think i'll soon forget." Michael Klugman- USF-SP

"This course has provided me with the chance to see what areas of marine biology I'm passionate about, and what my strengths and weaknesses are, so that I end up in the field that suits me best." Kayli Morgan- UWF

"From pushing a boat off oyster reefs, to swimming with sharks and barracudas, to all of our hair standing straight up during a thunderstorm due to the electricity in the air, I can say this trip has been an amazing adventure I wouldn't trade for anything" Samantha Shaw- UNF

420 Undergraduate students used KML
254 Undergraduates on WBII/Bellows
94 Graduate students -total
68 Undergraduate credit hours for FIO Summer Field Studies Course

Research and Innovation

Grants under FIO management: **\$4.7M**

FY16/17 FIO proposals seeking grant funds: **\$2.4M**



RFP-I: 10 Fisheries and Wildlife Center of Excellence Grantees to 8 FL Univ. (\$2.6M)



RFP II: SHELF Project Egg Sampling- USF (900K)



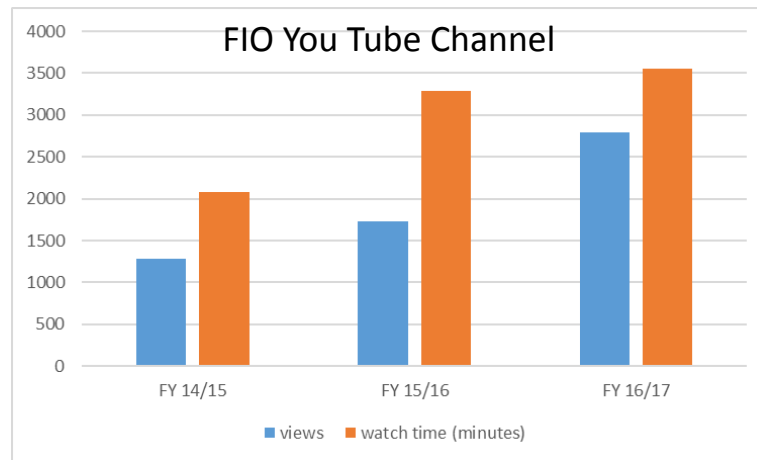
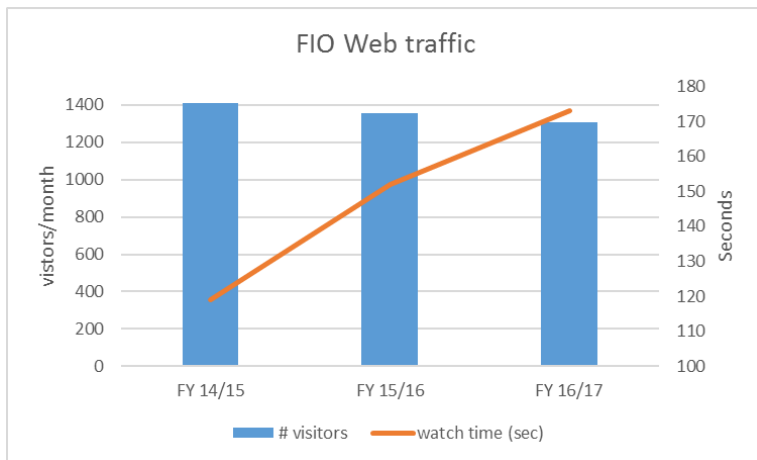
Gulf of Mexico University Research Collaborative (new coordinator based at FIO)



Florida Coastal Mapping Program (FIO/USGS)
Workshop Jan, 2018; \$100M multi-year concept under development

Community Outreach

Digital



Events



Meetings/events attended by FIO

FIO Hosted	35
With Florida	26
Tampa region	22
Outside FL	16
Total	99



Looking ahead FY17/18....



- New vessel- W.T. Hogarth- Florida Ports Tour- Fall, 2017
- Restoring \$1.2M base funding (SUS subsidized ship program)
- Accountability performance matrix with metrics for FIO
- Florida Marine Experts database; Member assets database
- Re-establish FIO Board of Visitors
- Florida Marine Science Symposium – October 25, 2017
- Scientific workshop on oil spill response coordination (USCG)
- KML site plan for renovating aging infrastructure
- Retire R/V Bellows
- Put in place a new reserve plan that covers at least 10% of FIO's depreciable assets.

Agenda Item: FL104

USF Board of Trustees
(September 7, 2017)

Issue: USF System Textbook & Instructional Materials Affordability Annual Report

Proposed action: Requires BOT approval and submission to the BOG by September 30, 2017

Executive Summary: The “State University System of Florida Textbook & Instructional Materials Affordability Annual Report” documents the USF System’s 1) compliance with the 45-day textbook adoption requirement, 2) incidence of wide variance in the cost of textbooks and instructional materials for General Education courses with multiple sections, 3) institutional policies relevant to the issue, and 4) efforts to reduce costs to students.

Financial Impact:

Strategic Goal(s) Item Supports: Goal 1
BOT Committee Review Date: August 17, 2017 **ACE**
Supporting Documentation Online (please circle): **Yes X** **No**
[Report](#)
[Presentation](#)
USF System or Institution specific: USF System
Prepared by: Todd Chavez, Dean USF Libraries

**State University System of Florida
Textbook and Instructional Materials Affordability
Annual Report
Statutory Due Date: September 30, 2017**

University of South Florida
University Submitting Report

Fall 2016 and Spring 2017
Semester(s) Reported*

Date Approved by the University Board of Trustees	Signature of Chair, Board of Trustees	Date
---	---------------------------------------	------

Signature of President	Date	Signature of Vice President for Academic Affairs	Date
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***Report Fall and Spring data separately to allow for Fall to Fall semester comparison and Spring to Spring semester comparison.**

Definitions:

- *Wide cost variance is defined as a cost per course section of \$200 or more over the median cost of textbooks and instructional materials for the same course.*
- *High enrollment is defined as the top 10% of courses ordered by headcount enrollment.*

1) Required and Recommended Textbooks and Instructional Materials for General Education Courses

- a) Report on the course sections identified as wide cost variance and include the number of course sections within a course (*n*). An explanation may be provided for sections with wide cost variance (e.g. honors course, economics text for two courses).

Methodology: Identify the average cost for textbooks and instructional materials for all course sections of a course. Exclude sections with Open Educational Resources (OER) or no required materials from wide cost variance analysis. Course sections with a cost of \$200 or more over the median cost are considered wide cost variance.

Please note: the template uses the terms “average” and “median” interchangeably. In this report, the average is used.

- **Required (Req) Textbooks and Instructional Materials**

WIDE COST VARIANCE ANALYSIS – FALL 2016, USF TAMPA*

Fall 2016						
Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost	Dollar Variance
ANT3101	Archaeology	001	4	RQ	\$169.90	\$203.80

Explanation: NA

***There were no instances of wide cost variance for required textbooks for USF St. Petersburg and USF Sarasota-Manatee for Fall 2016.**

WIDE COST VARIANCE ANALYSIS – SPRING 2017, USF TAMPA*

Spring 2017						
Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost	Dollar Variance
ANT2410	Cultural Anthropology	004	10	RQ	\$144.73	\$217.93
IDH3400	Soc/Behavioral Sciences Honors	013	12	RQ	\$87.89	\$263.56

Explanation: IDH3400 was an honors course.

***There were no instances of wide cost variance for required textbooks for USF St. Petersburg and USF Sarasota-Manatee for Spring 2017.**

- **Recommended (Rec) Textbooks and Instructional Materials**

There were no instances of wide cost variance for recommended textbooks for USF Tampa, USF St. Petersburg, and USF Sarasota-Manatee for Fall 2016 and Spring 2017.

- b) Describe the textbook and instructional materials selection process for general education courses with a wide cost variance among different sections of the same course.

All course sections with wide variance occur within departments that allow the faculty to select the textbook for their sections.

- c) Report the course title(s) and number of section(s) that do not require or recommend the purchase of a textbook(s) and/or instructional material(s).

COURSES WITH NO TEXTBOOK PURCHASE REQUIRED OR RECOMMENDED FOR THE USF SYSTEM

Fall 2016			
Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials			
Course Prefix and Number	Course Title	Number of Sections	Total Max Enrollment
AMH2020	American History II	1	50
AMS2270	20th Century American Culture	2	24
ART2201C	Concepts and Practices I	8	167
ART2203C	Concepts and Practices II	8	40
BSC2010L	Biology I Cellular Proc Lab	35	840
BSC2011L	Biology II Diversity Lab	32	768
BSC2085	Ana & Phy I for Hlth Prof	1	250
BSC2085L	Ana & Phys Lab for HlthProf	3	725
BSC2086	Anatomy Phy II for Hlth Prof	1	250
BSC2086L	Ana & Phys LabII for Hlth Prof	2	500
ENC1101	Composition I	2	50
ENC1102	Composition II	2	50
ENC3250	Professional Writing	1	24
EVR2001	Intro to Environmental Sci	1	35
GLY2100	History of Life	1	190
HSC2100	Contemporary Health Science	2	140
HUM1020	Introduction to Humanities	5	281
IDH2930	Selected Topics in Honors	29	551
IDH3100	Arts/Humanities Honors	1	19
IDH3350	Natural Sciences Honors	4	76
IDH4200	Geo Perspectives Honors	2	38
LAH2020	Latin American Civilization	1	55
LIN2002	Language, Culture & Film	1	80
MUC2301	Intro to Electronic Music	1	240
PHI1103	Critical Thinking	2	94
PHI2010	Introduction to Philosophy	1	40
PHI2630	Contemporary Moral Issues	1	30
PHY2048L	General Physics Laboratory	22	512
PHY2053L	General Physics Laboratory I	31	744
PHY2054L	General Physics Laboratory II	22	510
PHZ2102	Problems General Physics I	5	630
PHZ2103	Problems General Physics II	4	594
POS2041	American National Govt	1	25
SYG2010	Contemporary Social Problems	1	35
THE2000	Theater and Culture	1	100
THE2252	Great Performances on Film	2	295

Spring 2017			
Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials			
Course Prefix and Number	Course Title	Number of Sections	Total Max Enrollment
AMH2020	American History II	1	50
ANT2410	Cultural Anthropology	1	43
ART2201C	Concepts and Practices I	6	120
ART2203C	Concepts and Practices II	2	40
BSC2085	Anatomy Phys I for Hlth Prof	1	360
BSC2086	Anatomy Phys II for Hlth Prof	1	350
ENC1101	Composition I	1	25
GLY2100	History of Life	1	180
HSC2100	Contemporary Health Science	1	100
HUM1020	Introduction to Humanities	7	490
IDH3100	Arts/Humanities Honors	5	91
IDH3350	Natural Sciences Honors	6	114
IDH3400	Soc/Behavioral Sciences Honors	1	19
IDH3600	Seminar In Applied Ethics	2	38
IDH4200	Geographic Perspectives Honors	6	101
LIN2002	Language, Culture & Film	1	80
MUH2020	The History of Blues and Rock	1	250
PHI1103	Critical Thinking	1	48
PHI2010	Introduction to Philosophy	2	98
PHI2101	Introduction to Formal Logic	1	50
PHI3130	Formal Logic	1	25
REL3111	Religious Quest in Cont Films	1	45
SYG2010	Contemporary Social Problems	1	47
THE2000	Theater and Culture	1	180
THE2252	Great Performances on Film	2	405

- d) What measures, if any, are being taken by the university to reduce wide cost variance among different sections of the same general education course?

In Spring 2017, the USF Libraries began providing department chairs with cost information for all textbook adoptions for course sections in their departments. Previously, department chairs and faculty did not have access to pricing information in the aggregate for all courses and course sections within a department. Department chairs and faculty can now consider cost along with program requirements and quality and can easily review textbook costs across the department.

In cases of wide variance, information is provided to department chairs and individual faculty members. Report recipients notified of cases of wide cost

variance submit justifications for approval by their department chairs, and for comparison to subsequent analyses.

- e) Describe the textbook and instructional materials selection process for general education high enrollment courses.

Methodology: Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment. Provide the number of courses (n) reported on.

None of the course sections exhibiting wide cost variance (see Section 1A, page 2) occurred within high-enrollment General Education courses.

Number of high-enrollment courses evaluated:

- Fall 2016: 20 high enrollment courses
- Spring 2017: 22 high enrollment courses

2) Specific Initiatives of the University Designed to Reduce the Costs of Textbooks and Instructional Materials for General Education Courses

- a) Describe specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials.

USF Tampa:

Textbook Affordability Project (TAP) Website (<http://tap.usf.edu>). The USF Libraries maintain a comprehensive resource for faculty, students, and policy makers who are working to reduce the costs of textbooks and instructional materials. Consistently among the top Google search returns for “textbook affordability,” this newly updated website serves as a central access point for all of USF’s textbook affordability programs. The integrated social media functionality engages faculty and students seeking solutions to textbook affordability.

Ebooks for the Classroom. Launched in 2009, the Ebooks for the Classroom Program acquires ebooks requested by faculty for their courses. Available at no cost to students, these ebooks are either required or recommended readings for a course with little to no restrictions on use (printing, downloading, simultaneous usage). Materials purchased by this program are accessible throughout the USF System.

EBOOKS FOR THE CLASSROOM SAVINGS BY SEMESTER

Course Semester	Course Year	Library Cost	Enrollment	Cost Benefit
Fall	2016	\$7,799.92	2835	\$169,668.51
Spring	2017	\$8,311.56	1643	\$110,279.53
		\$16,111.48	4478	\$279,948.04

EBOOKS FOR THE CLASSROOM TOTAL SAVINGS

Inception to	Library Cost	Enrollment	Cost Benefit
June 30, 2017	\$138,328.58	23,249	\$1,743,324.36

Ebooks for the Classroom+ (<http://ebplus.lib.usf.edu>). New as of April, 2017, the USF Libraries launched Ebooks for the Classroom+. This database provides access to over 500,000 ebooks and allows faculty to easily select a library-supplied ebook in lieu of a traditional textbook. This results in zero cost to the students. Fewer than five institutions in the U.S. have such a resource.

Print Textbooks on Course Reserve. Each year, the USF Libraries are allocated \$30,000 to purchase two copies of each required textbook for courses with enrollments of over 100 students. These materials are placed on course reserve and are available for students to check out for three hours. TAP items circulated 13,889 times in Fall 2016 and 16,913 times in Spring 2017. In Fall 2016, the TAP project held course reserves for 1356 course sections across 412 unique courses with cumulative enrollments of 61,086. In Spring 2017, the TAP project held course reserves for 1323 course sections across 440 unique courses with cumulative enrollments of 58,203. As of Spring 2017, the value of the collection was \$171,305.

PRINT TEXTBOOKS ON COURSE RESERVE

	Circulations per semester	Unique Courses	Course Sections	Course Enrollments
Fall 2016	13,889	412	1356	61,086
Spring 2017	16,913	440	1323	58,203

ARES & Copyright Clearance Center Licensing. The USF Libraries fund and maintain ARES, an online course reserve system to aid faculty in placing instructional materials on reserve in lieu of textbooks. To address concerns for copyright compliance, the USF Libraries funded access to the Copyright Clearance Center's Academic License service for three years. Cumulatively, these efforts led more faculty to use online course reserve and to make more content available to students.

EDUCAUSE/Internet2 Etextbook Pilot. The USF Libraries implemented a three-semester etextbook pilot in conjunction with 28 other colleges and universities. This pilot provided textbooks and instructional materials at no cost to faculty and students in participating courses. The results suggested that 1) teaching and learning was improved; 2) the price-point of the etextbook was a critical consideration to the participants; and 3) etextbooks are an acceptable format to both students and faculty, if the price point is significantly lower than that of print textbooks. At a cost of \$90,000, this pilot program saved 4,849 students \$553,000.

Open-Access (OA) Textbooks. By definition, the USF Libraries' OA textbook collection is available at no cost to the global academic community. At present, the USF Libraries host 11 OA textbooks authored by USF faculty on our institutional repository, Scholar Commons where there are over 624,000 downloads of this content. One title, *Social Science Research: Principles, Methods, and Practices* by Dr. Anol Bhattacharjee is the most downloaded publication on Scholar Commons with 508,558 downloads to date.

In 2015, targeting General Education and high enrollment courses, USF launched an Open-Access Textbook Initiative. In spring of 2016, a partnership of Innovative Education and the USF Libraries published its first fully funded OA textbook. Authored by USF faculty member, Dr. Jenifer Schneider, *The Inside, Outside, and Upside Downs of Children's Literature: From Poets and Pop-ups to Princesses and Porridge* incorporates interactive features and multiple videos per chapter to enhance the reading experience. Published under a Creative Commons license, this publication and associated media are globally accessible.

The USF Libraries and Innovative Education are currently engaged in the publication of another OA textbook authored by College of Engineering professor Dr. Kingsley Reeves that focuses on probability and statistics in engineering. Using a non-traditional approach, this textbook employs original, significant multi-media content to engage a new generation of learners.

OPEN ACCESS TITLES IN USE AT USF

FALL 2016

Course Section	Course Title	Open Textbook Title	Max Enrl	Student Savings
ECH4846.001	Numerical Methods in Chem Engr	Numerical Methods with Applications	90	\$12,603.60
HUM3241.002	Central Med. & Gothic Europe Content	Greater than Emperor: Cola di Rienzo and the World of Fourteenth Century Rome	30	\$4,201.20
LAE4414.790	Literature in Childhood Ed	The Inside, Outside, and Upside Downs of Children's Literature	120	\$16,804.80
QMB7565.001	Intro to Research Methods	Social Science Research: Principles, Methods, and Practices	7	\$980.28
QMB7565.080	Intro to Research Methods	Social Science Research: Principles, Methods, and Practices	50	\$7,002.00
Total Savings				\$41,591.88

SPRING 2017

Course Section	Course Title	Open Textbook Title	Max Enrl	Student Savings
ECH4846.001	Numerical Methods in Chem Engr	Numerical Methods with Applications	90	\$12,603.60
GIS6306.501	Environmental Applications GIS	Geospatial Analysis: A Comprehensive Guide to Principles, Techniques and Software Tools	20	\$2,800.80
GIS6306.501	Environmental Applications GIS	Statistical Analysis Handbook	20	\$2,800.80
LAE4414.790	Literature in Childhood Ed	The Inside, Outside, and Upside Downs of Children's Literature	120	\$16,804.80
LAE4414.798	Literature in Childhood Ed	The Inside, Outside, and Upside Downs of Children's Literature	200	\$28,008.00
Total Savings				\$63,018.00

TOTAL SAVINGS*	\$104,609.88
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*Savings calculated using USF average textbook cost (\$46.68 per credit hour, based on 3 credit courses) of \$140.

USF St. Petersburg:

Print and Electronic Textbooks. USF St. Petersburg librarians expanded the Library's textbooks on reserve initiative, actively acquiring print textbooks to place on course reserve. Textbook circulation dramatically increased from the fall to the spring semester both in terms of individual book title circulation (27% increase) and the total number of times these books were checked out (52% increase) as more people became aware of the initiative. In Spring 2017, the library successfully lobbied Town and Gown for funds to support the textbook affordability initiative. A one-time gift of \$3,500 was received.

Open Education Resources/eBook Integration. Librarians and distance-learning instructional designers select courses that can serve as exemplars for faculty who want to incorporate ebooks from the existing USF Libraries' collection, open-access materials, and library-licensed content.

Student Textbook Cost Savings. Using the circulation statistics provided from the Access Services Department on how many times the textbooks were checked out during the fall and spring semesters, multiplied by the lowest cost option at the Barnes and Noble campus bookstore, the library's textbook affordability initiative saved students *at least* \$63,824.21.

Fall 2016	Spring 2017	Total
\$24,289.13	\$39,535.08	\$63,824.21

USF Sarasota-Manatee:

Print Textbooks on Course Reserves. USF Sarasota-Manatee faculty are encouraged to provide a print copy of the textbook/instructional material for placement on course reserve in the Information Commons. If faculty are unable to provide a copy of the textbook, USFSM Library Services will purchase a copy to place on reserve for students.

Textbook Lending Program. In collaboration with Student Engagement and Student Services, USFSM Library Services established a cost-free textbook lending library driven by student textbook donations. This program was implemented Spring 2017.

USF Bookstore:

The following information was provided by the USF Bookstore (Barnes & Noble):

- In 2016-2017, the USF Bookstore reported \$2,038,017 in savings for USF students based on used book sales and textbooks rentals.
 - **Price Match Program:** the USF Bookstore price-matched textbooks in the 2016-2017 academic year for a savings of \$35,707.
 - **Barnes & Noble is working on the First Day program for etextbooks and adaptive learning technology for a Fall 2017 launch. It is anticipated that this new program will further reduce the average cost of textbooks and increase savings for students. For the pilot course, students who enroll in the program are saving 23% off the USF Bookstore price.**
- b) With implementation of the initiatives, has there been any reduction in cost of textbooks and instructional materials to the students? If there has been a reduction in cost, what is the average cost savings? Describe the average cost savings comparing fall semester to fall semester and spring semester to spring semester.

AVERAGE COST SAVINGS - EBOOKS FOR THE CLASSROOM

Semester	Year	Library Costs*	Cost Benefit	Unique Course Sections	Average Savings per Course Section
Fall	2016	\$7,799.92	\$169,668.51	88	\$1,928.05
Spring	2017	\$8,311.56	\$110,279.53	50	\$2,205.59
		\$16,111.48	\$279,948.04	138	\$2,028.61

* Costs do not include previously owned titles.

- c) With implementation of the initiatives, describe any reduction in cost variance among different sections of the same general education course. Describe the reduction in cost variance comparing fall semester to fall semester and spring semester to spring semester.

Given the low occurrences of wide cost variance at USF among General Education courses (n=3), we have expanded our efforts toward other initiatives to lower costs.

3) University Policies for the Posting of Textbooks and Instructional Materials

- a) Describe policies implemented to ensure the posting of textbook and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class. For course sections that require or recommend

textbooks and/or instructional materials based on student individual needs (e.g. audition/performance, directed independent study, research topic) that may miss the posting date, please reference these as exceptions in 3(d).

Section 1b of University of South Florida regulation 3.029 Textbook Adoption & Affordability specifies that textbook and instructional materials adoptions must be submitted “no later than forty-five (45) days prior to the first day of classes for each term.” Adoptions are posted on the USF Bookstore website (hosted and operated by Barnes & Noble). The Bookstore website is open to all students and supports searching for required and recommended textbooks by course and section. The listing presents pricing options including new, used, rental, digital new, and digital rental costs.

- b) Are the policies effective in meeting the reporting requirement? If not, what measures will be taken by the university to increase faculty and staff compliance for meeting the reporting requirement?

The University has become more aggressive in reminding faculty members about their submission obligation; the practice adopted for Fall 2017 is to insure that instructors of record receive up to four email notices from their chairs/directors in advance of the state-mandated deadline that a submission is due. Failure to comply results in faculty members receiving a “letter of counsel” as per conditions of the faculty Collective Bargaining Agreement. Receipt of multiple letters of counsel may result in more serious disciplinary action. Our experience has been that this approach has increased compliance.

- c) Report the number of course sections and the total percentage of course sections that were able to meet the textbook and instructional materials posting deadline for the academic year. Note: A course section is in compliance if all textbooks and instructional materials in the course section have been entered by the deadline.

USF TEXTBOOK ADOPTION COMPLIANCE

Semester	Percentage of Compliance	Number of Course Sections in Compliance	Total Course Sections
Fall 2016	85.4%	5,245	6,142
Spring 2017	95.3%	5,597	5,872

- d) Report the number of course sections and the total percentage of course sections that were not able to meet the textbook and instructional materials posting deadline for the academic year. Provide an explanation as to why the course sections were not able to meet the posting deadline. Note: A course section is

not considered in compliance if all textbooks and instructional materials in the course section were not entered by the deadline.

USF TEXTBOOK ADOPTIONS OUT OF COMPLIANCE

Semester	Percentage Out of Compliance	Number of Course Sections Out of Compliance	Total Course Sections
Fall 2016	14.6%	897	6,142
Spring 2017	4.7%	275	5,872

	Number of Course Sections
Fall 2016 Explanations	
Difficulties identifying/acquiring required formats.	215
No explanation received.	682
Total	897

	Number of Course Sections
Spring 2017 Explanations	
Bookstore delayed posting.	4
Bookstore received timely adoption but did not post by deadline.	13
Course subsequently cancelled.	1
Adoption originally listed under a course number that was subsequently changed in the registration system.	4
Adoption not posted for cross-listed course.	2
Professor hired too late to submit timely adoption.	20
New professor did not fully understand the policy.	1
No explanation received.	213
No textbook required for course; notification delayed.	5
Professor requested material through ProCopy.	10
Professor expected adoption from previous semester to rollover to new semester.	2
Total	275

- e) Report the number of courses that received an exception to the reporting deadline. Provide a description of the exception(s).

No exceptions were requested by faculty, and none were granted.

TEXTBOOK & INSTRUCTIONAL MATERIAL AFFORDABILITY REPORT

Academics & Campus Environment Workgroup
University of South Florida Board of Trustees
August 17, 2017

Todd Chavez, Dean of the USF Libraries
Dwayne Smith, Sr. Vice Provost



DATA HIGHLIGHTS – USF SYSTEM

WIDE COST VARIANCE*

Fall 2016: One (1) Section

Spring 2017: Two (2) Sections

*Cost > \$200 over average cost for all sections of a single course.

USF TEXTBOOK 45-DAY ADOPTION COMPLIANCE

Fall 2016: 85.4%

Spring 2017: 95.3%

GOAL = 95%

USF SYSTEM INITIATIVES: COST SAVINGS ACHIEVED



Fall 2016 Savings
\$1,136,681

Spring 2017 Savings
\$1,349,719

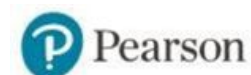
USF Cost Reduction “Toolbox”

- TAP web site
- Print Textbooks on Course Reserve
- Ebooks for the Classroom
- Course Reserve (ARES)
- USF Bookstore Rentals & Used Books
- eTextbook Pilots
- Open Access Textbooks

COST SAVINGS SINCE 2010: **\$14,155,432**

NEXT STEPS & NEW INITIATIVES

- Ebooks for the Classroom+
- Pilots with eTextbook publishers
- Open Textbook Network
- Curriculum Builder
- USF HerdFunder Campaign



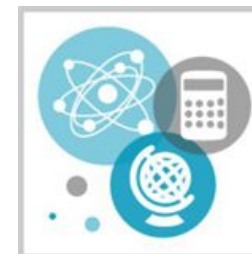
WILEY

Ebooks for the Classroom+

Open Textbook Network



Curriculum Builder



USF: UNSTOPPABLE®

WILEY eTEXTBOOK PILOT (FALL 2017)

- College of Engineering
- Seven (7) UG course sections
- 920 students impacted*
- Textbook costs: \$207.15 – \$289.75 (average = \$260.59)
- Negotiated digital textbook cost: \$45 (\$55 w/“code”)
- Projected aggregated savings: \$200,931 (-82.5%)
- Individual savings per course: \$215.59



*Pilot semester's impact; additional semesters and/or expanded course coverage will significantly enhance savings.