



USF Board of Trustees

Tuesday, September 4, 2018

Marshal Student Center Ballroom

9:30 AM – 12:30 PM

A G E N D A

I. Call to Order and Comments Chair Brian Lamb

II. Welcome/Introductory Remarks by Vice President of Athletics Michael Kelly

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

a. FL 101 – Approval of Minutes Chair Lamb
June 12, 2018
July 24, 2018

b. Consent Agenda (FL 102 – FL 111) Chair 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.

Governance Committee Approved Item

FL 102 – Approval of DSO Regulation Changes

Academics and Campus Environment Committee Approved Items

FL 103 – Approval of Tenure as a Condition of Employment, USF

FL 104 – Approval of Tenure as a Condition of Employment, USFSM

FL 105 – Approval of Amendment of USF Regulation 2.0021: Student Records

FL 106 – Approval of Textbook Affordability Report

FL 107 – Approval of FIO Annual Report 2017–2018

FL 108 – Approval of SUS Equity Report

Audit & Compliance Committee Approved Item

FL 109 – Approval of Revised Audit & Compliance Committee Charter

Finance Committee Approved Items

FL 110 – Approval of 2018–2019 Operating Budget

FL 111 – Approval of Institute of Applied Engineering DSO Budget

c. New Business – Action Items

FL 112 – Approval of President’s 2018–2019 Goals

Vice Chair Jordan Zimmerman

FL 113 – Approval of USFSP Campus Board Member

President Judy Genshaft

IV. New Business – Informational Items

a. Update on USF System Mental Health Counseling Services

Vice President Paul Dosal
Associate Vice President Rita Debate

b. USF System Fall 2018 Enrollment Update

Provost Ralph Wilcox

c. USF System Updates

1. USF System and USF
2. [USF St. Petersburg](#)
3. USF Sarasota-Manatee

President Genshaft
Regional Chancellor Martin Tadlock
Regional Chancellor Karen Holbrook

V. BOT Roundtable Discussion

Chair Lamb

VI. Adjournment

Chair Lamb

Unofficial Minutes
USF Board of Trustees Regular Meeting
Alumni Center -Traditions Hall
Tuesday June 12, 2018

Chair Brian Lamb convened the regular meeting of the USF Board of Trustees at 9:35 a.m. Chair Lamb welcomed everyone to the summer meeting of the BOT.

Chair Lamb gave a brief overview for today's agenda which will cover:

- Recognitions for past Trustees
- Elect USF Board of Trustees Chair and Vice Chair
- Athletic Director Search
- President Judy Genshaft and Provost Ralph Wilcox hosted the Times Higher Education Young Universities Summit.

President Judy Genshaft called the roll with the following Trustees Present:

Trustee Mike Carrere – By Phone
Trustee Stephanie Goforth
Trustee Oscar Horton
Trustee Moneer Kheireddine
Trustee Brian Lamb
Trustee Deanna Michael
Trustee Hal Mullis
Trustee Leslie Muma
Trustee John Ramil
Trustee Byron Shinn
Trustee Charles Tokarz
Trustee Nancy Watkins
Trustee Jordan Zimmerman

New Business Action Items - FL101 Approval of Minutes

March 6, 2018
April 19, 2018
May 22, 2018

Trustee Stephanie Goforth moved for approval of the March 6, 2018, April 19, 2018 and May 22, 2018 minutes with a second from Trustee Hal Mullis. The minutes were unanimously approved.

Consent Agenda (FL 102 – FL 116)

Academics and Campus Environment Committee Approved Items

- FL 102** – Approval of Faculty Nominations for Tenure, USF
- FL 103** – Approval of Tenure as a Condition of Employment, USF
- FL 104** – Approval of Faculty Nominations for Tenure, USFSP
- FL 105** – Approval of Tenure as a Condition of Employment, USFSP
- FL 106** – Approval of Faculty Nominations for Tenure, USFSM
- FL 107** – Approval of Proposed B.A. Sustainability Studies, USFSP
- FL 108** – Approval of Proposed B.S. Biomedical Engineering, USF
- FL 109** – Approval of B.S. Biomedical Engineering Limited Access Request
- FL 110** – Approval of B.S. Biomedical Engineering Exception to 120 Credit Hours Requirement Request
- FL 111** – Approval of B.S. Risk Management Limited Access Request, USFSM
Strategic Initiatives Committee Approved Item
- FL 112** – Approval of the Institute of Applied Engineering as a new Direct Support Organization
Audit & Compliance Committee Approved Item
- FL 113** – Approval of University Audit Work Plan – FY 2019 and 2020
Finance Committee Approved Items
- FL 114** – Approval of DSO 2018–2019 Annual Financial Plans
 - a. Sun Dome, Inc.
 - b. USF Health Professions Conferencing Corp.
 - c. University Medical Services Assoc., Inc.
 - d. USF Foundation, Inc.
 - e. USF Alumni Association, Inc.
 - f. USF Research Foundation, Inc.
 - g. USF Financing Corp. & USF Property Corp.
- FL 115** – Approval of 2018–2019 Continuation Operating Budget
- FL 116** – Approval of 2018–2019 Preliminary Fixed Capital Outlay Budget

On behalf of the ACE Committee, Trustee Stephanie Goforth recommended their items and moved for approval. Trustee Hal Mullis seconded the motion. The ACE Committee items were unanimously approved.

Trustee Hal Mullis commented on the Strategic Initiatives Committee for item FL 112 Approval of the Institute of Applied Engineering as a new DSO with plans to bring before the Finance Committee with a budget for approval. Trustee Nancy Watkins moved to approve with a second from Trustee Hal Mullis. The Strategic Initiatives Committee item was unanimously approved.

Trustee Nancy Watkins commented on cloud computing and the new risk areas and recommended approval for Audit and Compliance item FL 113. Trustee Hal Mullis motioned to move with a second from Trustee Byron Shinn. The Audit and Compliance item was unanimously approved.

Chair Brian Lamb recommended approval on behalf of the Finance Committee. Chair Lamb talked about the DSO's and Financial Plans. The Chair commented that a number of plans showed improvement over the year and were recognized by Trustees. Chair Lamb asked for a motion which was moved by Trustee Stephanie Goforth, with a second by Trustee Hal Mullis.

New Business – Action Items

**FL 117 – Approval of USF System Five-Year Capital Outlay Improvement Plan
(2019-2020/2023 – 2024)**

Vice President for Business and Finance Nick Trivunovich presented FL 117.

Approval of the USF System Five-Year Capital Improvement Plan

Authorize the President to make necessary nonmaterial adjustments to the Five-Year Capital Improvement Plan with the requirement that any material changes be approved by the University Board of Trustees Executive Committee.

Trustee Byron Shinn had comments concerning the Interdisciplinary Science and Technology Building planned for the USF Sarasota Manatee campus.

Chair Brian Lamb commented on the PECO eligible projects – USF Sarasota Manatee STEM facility and the renewed commitment to the USF System campuses. There was a brief discussion on ways to accelerate and move forward on the plans for the Interdisciplinary Science and Technology building project without change of cost.

Trustee John Ramil commented on the planning and design of the Interdisciplinary Building.

President Judy Genshaft commented on substantiating the project within the first year of receiving the money and having data to support it.

Vice Chair Zimmerman inquired about the approval of the timeline.

Trustee Nancy Watkins had questions concerning definition of a material change as to the cost of the project.

General Counsel Gerard Solis explained that the Board has defined the term material in the Delegation of Authority Policy and that same definition could be applicable in this case, as would the other requirements of the policy such as approval for expenditure authority.

Chair Brian Lamb made the following motion, which was seconded by Trustee Shinn and unanimously approved:

Staff shall evaluate the timing of the funding request for the USFSM Academic STEM building ("Project") to determine if the timing of the request can be accelerated to include costs in the first year of the Project beyond design so that the project timeline can also be accelerated. Staff's evaluation shall, as customary, be data driven and consistent with BOG and Board of Trustee governance requirements. Any material change to the cost of the Project, as defined by the university's Delegation Authority/Expenditure Approval Policy, shall be presented to the Finance Committee.

FL119 Approval of Re-Designation of Byrd Alzheimer’s Center

The Johnnie B. Byrd, Sr. Alzheimer’s Center and Research Institute was originally established by the Florida Legislature in 2002 to serve as a statewide resource for advancing research, education, treatment, prevention and the early detection of Alzheimer’s disease.

Dr. Harry Van Loveren CEO of the Johnnie B. Byrd Institute since 2017 presented a request to re-designate the existing name to the USF Health Neuroscience Institute to better reflect its expanded mission.

Trustee Hall Mullis moved to approve with a second from Trustee John Ramil, and approved.

FL 118 – Approval of Naming Projects (6)

Sr. Vice President for University Advancement Joel Momberg presented FL 118 – USF Tampa- USF Naming Projects.

- a. Genshaft Greenbaum Plaza at the USF Football Center (\$1 million gift)
- b. Genshaft Greenbaum Student Center at the MCOM-HI Water Street Building (\$1 million gift)
- c. Joseph A. Savage, Jr. and Jane G. Savage Field at the USF Football Center Indoor Practice Facility (\$1 million gift)
- d. David Vesely M.D., PH.D. Lobby at the MCOM-HI Water Street building (\$350,000 gift)
- e. Fishman Family Foundation Equipment Room at USF Athletics (\$100,000 gift)
- f. Tas Mirza Varsity Tennis Court (\$50,000 gift)

Chair Brian Lamb acknowledged and, on behalf of the Board, thanked President Judy Genshaft and her husband Mr. Steve Greenbaum who have changed the trajectory of student success, the brand, faculty and the standard of excellence at the University of South Florida by their consistent giving.

President Judy Genshaft commented that she and her husband Steve are very passionate about the University of South Florida and firmly believe in giving back.

Trustee John Ramil made a motion to approve; it was seconded by Trustee Stephanie Goforth and approved.

On behalf of the Board, Chair Lamb requested acknowledgment letters go out to the donor families.

FL 120 Elect USF Board of Trustees Chair and Vice Chair

Chair Brian Lamb commented on the USF System Governance model. After restructuring, adding fantastic trustees to the Board and putting policies in place; a best in class governance model was created.

- a. The Board of Trustees is granted the legal authority to elect its Chair. The Chair shall preside

at all meetings of the Board of Trustees; call special meetings of the Board when necessary; attest to actions of the Board and notify the Governor in writing whenever a Board member fails to attend three consecutive meetings in any fiscal year, which failure may be grounds for removal. The Chair shall serve a two-year term.

b. The Board of Trustees is granted the legal authority to elect its Vice Chair. The Vice Chair shall act as Chair during the absence or disability of the Chair and, in that event, shall perform those duties of the Chair. The Vice Chair shall serve a two-year term.

Chair Brian Lamb asked for nominations for Chair of the USF Board of Trustee.

Trustee John Ramil commented that the USF System is on a great trajectory with terrific momentum, a wonderful President, as well as talented Board members.

Trustee John Ramil nominated Chair Brian Lamb to be reelected as Chair of the USF Board of Trustees. Trustee Hal Mullis seconded the motion and the nomination was unanimously approved.

Chair Brian Lamb thanked the Board members and staff for their trust and confidence in him and commented on his continued full commitment to serve the University of South Florida.

Chair Brian Lamb asked for nominations for Vice Chair of the USF Board of Trustees. Trustee Hal Mullis proudly nominated Vice Chair Jordan Zimmerman to serve another term of service. Trustee Mullis commented that the nomination is with appreciation for the extraordinary effort and dedication to USF that Vice Chair Zimmerman has displayed. Trustee Byron Shinn moved to approve with a second from Trustee Hal Mullis and the nomination was approved.

Vice Chair Zimmerman thanked the Board for their trust and confidence in him and commented on the outstanding Board with an incredible President working toward the same common goal; to make this a better university for our students.

New Business - Informational Items

USF System Updates

President Judy Genshaft provided an update on USF System and USF Tampa.

- USF Consolidation Update – The internal Committees are divided into 6 subgroups that consist of faculty staff and students from the USF System. The subgroups are: Student Success, General Education & Curriculum Alignment, Business and Finance, Research, Faculty Affairs and External Affairs. These groups will be assisted by the Huron Consulting group.

Consolidation Planning Study and Implementation Task Force conducted a conference call May 30th. The subcommittee chairs provided an updates. The Student Access group's first meeting will be June 13th. There was a conference call with Task Force

Chair Dr. Jonathan Ellen, Trustee Hal Mullis and President Genshaft to update SUS System Chancellor Marshall Criser on the consolidation efforts. An update will be provided at the BOG meeting which will be held at New College in September.

- FUSE Program - A meeting with state and community colleges was held.
- USF hosted The Young Universities Summit 2018 from June 5th – 7th. This was the first time the Young Universities Summit was held in the United States. There were over 40 countries represented from around the world. USF graduate Quentin Darrington performed at the Gala. USF is ranked 5th among public institutions in the United States.
- Research profile and patent rankings
- Athletic Director Search is underway – Scott Kull is currently serving as Interim AD. The Eastman and Beaudine firm will assist with the search.
- The Board of Governor’s meeting will be held at UCF on June 26th – 28th. The USF Preeminence announcement is expected at the BOG meeting.
- There will be a press conference today at the Sun Dome with a special announcement.

Chair Brian Lamb commented on the tremendous energy as it relates to USF’s Consolidation and the Board’s commitment, transparency, process and accountability. Trustee Brian Lamb also commented on the success of the FUSE program.

Trustee Hal Mullis shared that the Chancellor was impressed with USF’s proactivity and outreach to the Board of Governors. Trustee Mullis acknowledged the focus and commitment of Dr. Jonathan Ellen to the USF Consolidation Task Force Committee. USF is on schedule and will continue to report to the BOG as it relates to the Consolidation Task Force progress.

Trustee Hal Mullis made comments on the task force delivery date meeting scheduled for February 15, 2019. The planned implementation delivery date to the BOG is March 15, 2019.

Chair Lamb encouraged everyone to attend today’s big announcement in the Fifth Third room of the Sun Dome at 3:00pm.

USF St. Petersburg Campus Update

Interim Chancellor Martin Tadlock provided a performance update on the USF St. Petersburg campus. A power point presentation was presented highlighting the following:

Student Access – Student Recruitment strategy

- A press conference was held on the waterfront event at USFSP.
USF partnership with St. Petersburg College.
- New Scholarships and award programs
- Implementing first time FUSE Scholarships and Blue to Gold Scholarships
- Hiring of new recruiters

- A unified approach to Admissions – Jointly recruiting

Student Success Points of Pride -

- A 15% increase in APR over previous academic year.
- Textbook Affordability
- Workshops

Academic Programs

- New programs are on track and will be implemented.
- Programs review and accreditations

Research Funding

- Active Faculty Research Counsel
- Increase in Research Awards
- Fundraising – On target approaching the \$3 million goal.

Facilities

- Remolding and upgrading

General

- Residential Hall
- New Recruitments and Partnerships
- FUSE
- La Florida

Trustee Hal Mullis commented on a recent tour of the Tampa Bay History Center and their collaboration with USFSP.

Fundraisers

- A fishing tournament for childhood cancer research
- USF Alumna Jack E. Davis awarded a Pulitzer for his Book – *The Gulf the Making of an American Sea*

Interim Chancellor Tadlock acknowledged the stability and leadership within the USF System.

Trustee Oscar Horton asked about the textbook savings efforts.

Trustee Deanna Michael commented on the electronic access and leadership of USF Tampa's library as it relates to cost reduction of textbooks.

Trustee Stephanie Goforth commented on the increased APR and graduation rates as well as acknowledged the leadership and faculty at the USFSP campus. Trustee Goforth also had comments on scholarships and student access.

Trustee Deanna Michael made comments concerning the raising of admission standards and FUSE Program.

Chair Lamb made comments relating to key considerations of accreditation consolidation. In order for USF to remain a preeminent institution, a high level of performance by the USF System is expected.

USFSP Housing Update – Sr. Vice President for Business and Finance David Lechner provided a power point presentation which covered informational update on USFSP housing.

- Today's Objectives
- Comparisons of Approaches - Former P3 Approach -Internally Funded Approach
- Gained Bond Capacity
- Debt Rating
- Timeline
- Goal – August 2020 Completion
- Necessities

Sr. Vice President David Lechner discussed the possibility of a conference call in July with the Board to discuss the USF housing project and to obtain approval. This is targeted to get a very important asset established on the USFSP campus. USF is taking the bond strength that we have as a team and moving together. Sr. Vice President Lechner acknowledged his Business and Finance team as well as Chair Brian Lamb and Trustee Stephanie Goforth on their counseling and support on the P3 project.

Trustee Stephanie Goforth commented on the commitment, time and effort that has gone into the USFSP housing project. The USF St. Petersburg Campus Board members are also in agreement.

President Judy Genshaft is hopeful that the USFSP Housing project will get approval from the Board of Governors and Bond Finance so that it can move forward as soon as possible.

Trustee Byron Shinn made comments as to how the plans for the USFSP housing project will affect USFSM housing needs. A demand study is currently underway for USFSM housing. The USFSP plans will not have a negative impact.

Chair Lamb requested the Business and Finance team return to confirm that we are in sync with rating agencies and their perspectives on the financing structure and with peer analysis in order review other comparison.

USF Sarasota-Manatee Campus Update

Regional Chancellor Karen Holbrook provided an update on the USF Sarasota-Manatee Campus. A Power Point presentation highlighted the following:

Student Access

- Freshman Profile – GPA average - 3.94, average SAT - 1208, average ACT – 25.2

- New Pre-Nursing Program
- Partnerships with the colleges of Nursing and Engineering
- Reviewing a Master's Program in pharmaceutical nanotechnology
- The importance of consolidation
- Online education and programs
- Cross College Alliance and Course Exchange
- Fall to Spring Retention Rate
- The Archivum System
- 6 week mentoring program and workshops

Academic Programs

- Risk Management Insurance Program
- Bachelor of Science Degree in Cyber Security & Information Technology
- Management Science
- Successful English Program Review
- Early Education Teaching

Research

- The largest student showcase for Projects Research & Innovation
- Prestigious Publications
- The first Research Magazine
- Grant submissions are up

Fundraising

- Working towards \$3 million goal
- Giving Challenge
- Major gifts solicited
- Endowment is up
- Digital Advancement Newsletter – *This is USFSM*
- Scholarships, Rowing
- Integrated Science and Technology Complex

Facilities

- Hospitality program expansion is underway
- Capital Improvement
- Academic STEM facility

Leadership Talent

- Critical Hires – New Regional Vice Chancellor for Academic and Student – Affairs Dr. Brett Kemker
- Current Searches – Dean and Chief Diversity and Inclusion Officer

General

- Focus Groups

- Demand Study for Residence Hall
- ISA Complex

Success Stories

- 2nd Financial Literacy Day with Global Interdependence Center
- Annual Student Survey
- New Partnerships with Innovative Education
- Cross College Alliances
- 25th Annual Brunch on the Bay

Trustee Byron Shinn acknowledged the dedication and hard work of Regional Chancellor Holbrook over the past five months. USFSM is moving forward.

Trustee Byron Shinn commented there were concerns by the Sarasota Manatee Chamber of Commerce relating to USFSM maintaining connectivity.

Trustee Nancy Watkins commended both Regional Chancellor Holbrook and Interim Regional Chancellor Tadlock on an excellent job working with the communities during the consolidation process. Trustee Watkins made comments on the maturity of the Governance system and the outstanding leadership and impact from the collaborative USF System.

Trustee Byron Shinn made comments on the need for housing at the USFSM campus.

President Judy Genshaft commented on the importance of the upcoming impact study and needs assurance that the beds will be filled.

BOT Roundtable Discussion

Recognition of Service – Former Trustees

Chair Brian Lamb acknowledged and thanked the following well-respected former trustee members for their service to the USF Board of Trustees:

- Stephen Mitchell, Esq., May 2011 – March 2016
- Stan Levy, January 2013 – January 2018
- Scott Hopes, June 2013 – July 2017
- James Stikeleather, May 2016 – October 2017
- James Garey, August 2016 – May 2018

Steve Mitchell commented on what a pleasure it was to serve as a trustee member and will continue to have fond memories during his years of service.

Stan Levy commented that he hopes the guiding principles will serve as a foundation to the consolidation of all three campuses. Mr. Levy encouraged new trustees to learn much about the business. It was his honor to work with such a fantastic group.

Scott Hopes commented that he has a great deal of gratitude to the BOT members, faculty and staff and owes much of his success to the University of South Florida.

James Garey commented on what a pleasure it was to represent the faculty at USF while serving on the Board. He encourages the Board not to lose sight of USF becoming an AAU institution.

James Stikeleather – was not in attendance.

Trustee Hal Mullis reported that this August USF's application to shelter a chapter of Phi Beta Kappa will go before the Phi Beta Kappa Senate in Boston. If approved, this will be a major step towards USF reaching AAU status.

Trustee John Ramil commented that the USF System updates continue to get better. He also talked about coverage ratio as it relates to Housing at USFSP. There were also comments concerning the USF Consolidation Task Force having an opportunity to enhance student success.

Trustee Moneer Kheireddine commented on student government and establishing programs at the USFSP campus. Trustee Kheireddine reported that there is a partnership with USFSP and LIFT. There is also an umbrella sharing program. He commented on cross campus relationships and holding an S Pad meeting with USF System student government leaders.

Trustee Deanna Michael commented on the USF System Faculty Council working with the USF Tampa Senate on a syllabus study as well as several reorganization plans.

Chair Brian Lamb requested that the Board members think about where we are from a governance stand point and to share recommendations or ideas with him or Vice Chair Jordan Zimmerman, which will be open for discussion at the next Governance meeting.

Chair Lamb also asked if anyone has items for discussion in a committee meeting, to contact him or Dr. Visot.

Chair Lamb reminded everyone of the upcoming Board of Governors meeting and encouraged Board members to attend.

Having no further items, Chair Brian Lamb adjourned the USF BOT meeting.

Unofficial Minutes
USF Board of Trustees Conference Call
Tuesday, July 24, 2018

Chair Brian Lamb convened the conference call of the USF Board of Trustees at 1:00 PM and thanked everyone for taking time to join the call to discuss the USF St. Petersburg Student Housing and Dining Project.

Chair Lamb asked President Judy Genshaft to call roll with the following trustees present:

Trustee Mike Carrere
Trustee Stephanie Goforth
Trustee Oscar Horton
Trustee Moneer Kheireddine
Trustee Brian Lamb
Trustee Deanna Michael
Trustee Hal Mullis
Trustee Leslie Muma
Trustee John Ramil
Trustee Byron Shinn
Trustee Charles Tokarz
Trustee Nancy Watkins
Trustee Jordan Zimmerman – absent

New Business – Action Item

FL 101 – Approval of USF St. Petersburg Student Housing and Dining Project

Chair Lamb discussed the strategic importance of housing on the USFSP campus and thanked the trustees for making time in their schedules to be briefed on the matter beforehand by the finance team.

The Chair called on Senior Vice President for Business and Financial Strategy David Lechner to start the presentation. SVP Lechner asked USFSP Interim Regional Chancellor Martin Tadlock to say a few words on behalf of the USFSP campus. IRC Tadlock emphasized student support for an increase in affordable student housing on campus and thanked the finance team led by SVP Lechner and the team at the USFSP campus for their hard work in bringing this proposal forward and to its fruition.

SVP Lechner then provided an overview of the proposal with key highlights:

- The project will be built according to the demand study that was conducted to ensure the Florida Board of Governors will approve it.
- Proposal estimates have a 5% interest rate but he believes it will be closer to 4.0–4.1% based on current market

- The project will use the bond rating of the USF System of A1/A+
- The project sources and uses balance
- The projections for the project utilize BOT approved rental rates and are more affordable than off-campus comparable housing
- Dining will be shelled structure with an outsourced operator to build out the space, with a campus contribution of \$800,000
- The initial consideration of a P3 project was ruled out because of size of the project, \$33 million, means an internally funded project favors the cost of borrowing and total return to the campus

Chair Lamb thanked SVP Lechner for his diligence in presenting the proposal and opened the floor to the trustees for comment. Trustee Deanna Michael commented that some faculty members feared the housing project would be halted after the USF System consolidation was passed into law and that seeing it move forward and gain approval would be a big morale boost to the USFSP campus. Trustee and USFSP Campus Board Chair Stephanie Goforth echoed Trustee Michael's comments and commended the Campus Board for their work on this project, as well. She reminded the BOT that she made a promise to not bring anything to them that was not approvable and the best solution for USFSP and the USF System, and she feels this project is ready for approval and has the unanimous support of the Campus Board.

Chair Lamb asked about reserves related to the project. Vice President and Chief Financial Officer Nick Trivunovich informed the BOT that there is approximately \$11.7 million in cash available as of the beginning of July and approximately \$5.3 million will be set aside as a debt service reserve, which includes debt service reserve for the previous USFSP debt that has been issued, as well as a \$2.2 million debt reserve for the debt that is being put before the BOT for approval; of the remaining amount there is approximately \$3.4 million available for deferred maintenance and capital projects.

Chair Lamb then asked about the dining build-out funding. VP/CFO Trivunovich commented that the current plan is practical for a project of this size and will mirror The HUB at The Village on the USF campus and that Sodexo, USFSP's current contractor, is going to be placing a guaranteed amount in their proposed contract. University Treasurer Fell Stubbs remarked that the \$3.5 million shelled dining space is integrated into the debt service just as with The HUB.

Chair Lamb expressed a desire to add a stipulation that would prompt the finance team to alert the Board if the debt service coverage ratio changed from 1.5x for the System or 1.3x for the housing project. General Counsel Gerard Solis said he would work with the team to see to the change.

Trustee Les Muma then made a motion to approve the resolution as presented authorizing the issuance of debt at an interest rate not to exceed 5.25% or \$37 million to finance the costs of the USFSP housing project, with a second by Trustee Goforth. The Board's approval of the resolution is with the stipulation that university leadership will promptly advise the Board if the assumptions regarding the debt coverage ratios contained in the presentation (i.e. 1.5x for the System or 1.3x for the housing project) prove to be invalid. The motion was passed unanimously by the BOT.

Having no further items, Chair Brian Lamb adjourned the BOT conference call at 1:32 PM.

Agenda Item: FL102

**USF Board of Trustees
September 4, 2018**

Issue: Oversight of University Direct Support Organizations (“DSO”)

Proposed action: Recommend to the USF Board of Trustees for approval the attached amendments to USF System Regulation 13.002- Direct Support Organizations and Health Services Support Organization

Executive Summary: This agenda item is to approve amendments to the USF System Regulation 13.002 Direct Support Organizations and Health Services Support Organization

The Board of Trustees’ oversight of the DSOs was previously discussed by this committee on January 19, 2017, May 18, 2017, August 17, 2017 and February 13, 2018. The proposed amendments to USF System Regulation 13.002 were posted for comment on April 5, 2018 in accordance with USF System Policy 0-001 and the Florida Board of Governors Regulation Development Procedure. We did not receive any comments on these amendments.

The Regulation was further technically amended to comply with subsequent changes to Florida Statute and the proposed Florida Board of Governors Regulation 9.011.

For your review, we have included:

1. Redlined USF System Regulation 13.002 with recommended changes
 2. Proposed Florida Board of Governors Regulation 9.011
 3. Florida Statute §1004.28
-

Strategic Goal(s) Item Support: USF System Strategic Goal No 4: Sound financial management to establish a strong and sustainable economic base in support of USF’s continued academic advancement.

Committee Review Date: August 27, 2018

Supporting Documentation Online (Please Underline): Yes No

USF System or Institution Specific: USF System wide

Prepared by: Hilary Black, Senior Associate General Counsel



REGULATION

✓USF System USF USFSP USFSM

Number: USF13.002
Title: Direct Support Organizations and Health Services Support Organizations
Responsible Office: USF System Services

Date of Origin: 11-20-03 **Date Last Amended:** 8-17-15 (technical) **Date Last Reviewed:** 8-17-15

(1) An organization seeking to receive, hold, invest and administer property and to make expenditures to, or for, the benefit of the University of South Florida System (“USF System”) may request approval by the University of South Florida Board of Trustees (“Board”) to become a direct-support organization, as provided in [Section 1004.28, Florida Statutes](#). An organization seeking to enter into arrangements with other entities as providers in other integrated health care systems or similar entities for the exclusive benefit of the USF System may request approval by the Board to become a health services support organization, as provided in [Section 1004.29, Florida Statutes](#). In no case shall the USF System have any responsibility for acts, debts, liabilities, and obligations incurred or assumed by a health services support organization.

(2) Upon approval by the Board, a direct-support organization or health services support organization (“Support Organization[s]”) shall be certified and authorized to use the property, facilities and personnel services of the USF System to the extent permissible by applicable law, the conditions prescribed by regulations, and internal management memoranda of the USF System.

(3) The Articles of Incorporation and Bylaws of a Support Organization of the USF System and all amendments of such Articles or Bylaws shall be recommended and presented by the President of the USF System (“President”) to the Board for review and approval.

a) The Articles or Bylaws, as applicable, of a Support Organization shall require the appointment of at least one representative to the Support Organization’s board of directors and its executive committee by the Board Chair. The Board Chair’s representative(s) may be selected by the Board Chair from the existing membership of the Support Organization’s board of directors or its executive committee.

38 b) The Articles or Bylaws, as applicable, of a Support Organization shall require the
39 President, or his or her designee, serve on the Support Organization's board of
40 directors and its executive committee.

41 c) The Board shall approve all other appointments to the board of directors of each
42 Support Organization.

43
44 (4) Operating budgets of Support Organizations shall be prepared at least annually,
45 approved by the organization's governing board, and presented by the President to the Board for
46 review and approval.

47 (5) Expenditure plans of Support Organizations shall be reviewed and approved quarterly
48 by the President or designee; said designee shall be a vice president, provost or other duly
49 authorized senior officer of the USF System reporting directly to the President and having
50 operational responsibility on behalf of the USF System for the Support Organization.

51 (6) Thresholds for approval of purchases, acquisitions, projects and issuance of debt by
52 Support Organizations shall be set by the Board.

53 (7) All debt issued by a Support Organization is subject to the State University System
54 Debt Management Guidelines and all public-private partnership transactions involving a Support
55 Organization are subject to the State University System Public-Private Partnership Guidelines.

56 (8) Support Organizations shall provide for an annual financial audit and management
57 letter as prescribed by, and in accordance with, applicable law, regulations (including USF Regulation
58 13.002, Direct-Support Organizations and Health Services Support Organizations) and internal
59 management memoranda. The letter shall be forwarded to the Board for review, oversight and
60 approval. The Board shall have the right to inspect and audit the books and records of Support
61 Organizations, which must be made available to the Board upon request.

62 (9) Support Organizations shall adopt the following policies:

63 a) Conflict of Interest and Financial Code of Ethics Policy

64 b) Expenditure Policy

65 c) Signatory Authority Policy

66 d) Procurement Policy (to include supplier diversity)

67 e) Travel Policy

68 f) Internal Controls and Internal Audit Policy

69 g) Workplace Discrimination and Retaliation Policy

b)h) Public Appearance Policy

Support Organizations may adopt such other policies and procedures deemed appropriate by their board of directors. Each Support Organization shall certify to the Board that all of the above policies are adopted and then reviewed on an annual basis.

~~(10)~~The Board is authorized to revoke certification of an organization as a Support Organization of the USF System if it determines, in its sole discretion, that the organization is no longer serving the best interest of the USF System. If certification is revoked, the Board shall determine the disposition of the Support Organization's assets and liabilities in accordance with applicable laws, the Support Organization's Articles of Incorporation and Bylaws.

(11) A Support Organization is prohibited from giving, either directly or indirectly, any gift to a political committee as defined in Section 106.011, Florida Statutes.

(12) A Support Organization is prohibited from receiving state funds for Support Organization travel expenses.

Authority: Art. IX, Sec. 7, Fla. Constitution; BOG Regulations 1.001, 9.011; Sections 1004.28, 1004.29, F.S.

History: New (BOT approval) 11-20-03, Formerly 6C4-13.002, F.A.C., Amended 9-10-09, 10-24-12, 8-17-15 (technical)

Certification: USF certifies that it has followed the Florida Board of Governors Regulation Development Procedure and has a record of written notices, comments, summaries and responses as required.

9.011 University Direct Support Organizations and Health Services Support Organizations

(1) University boards of trustees may establish direct support organizations (“DSO”) and health services support organizations and certify them to use university property, facilities and personal services. Such support organizations shall be organized and operated to serve the best interests or missions of the university, including a university’s research, education and service missions, and may receive, hold, invest, and administer property and make expenditures to or for the benefit of the university or for the benefit of a research and development park or research and development authority affiliated with a university.

(2) Each board of trustees shall establish by regulation conditions with which a support organization must comply in order to use university property, facilities, or personal services and such additional conditions, controls, and requirements for support organizations as each board deems appropriate to provide for budget and audit review and oversight. In addition, the regulation must include the following conditions:

- (a) The establishment of appropriate thresholds that delineate when approval by the board of trustees is required for the purchase of goods and services by a DSO.
- (b) All debt issued by a DSO is subject to the State University System Debt Management Guidelines and all public-private partnership transactions involving a DSO are subject to the State University System Public-Private Partnership Guidelines.
- (c) The establishment of appropriate thresholds that delineate when approval is required by the board of trustees for the acquisition of real property and the construction or renovation of facilities by a DSO.
- (d) University personal services used by a DSO are subject to the remuneration requirements set forth in section 1012.976, Florida Statutes.
- (e) A DSO is prohibited from using state funds for travel expenses incurred by the DSO.
- (f) A DSO is prohibited from giving, either directly, or indirectly, any gift to a political committee as defined in section. 106.011 Florida Statutes, for any purpose.

(23) The Director or Chief ~~Executive~~ Operating Officer of the support organization shall report to the University President or designee.

(34) Operating budgets of support organizations shall be prepared at least annually, and approved by the organization’s governing board and the university board of trustees ~~or designee~~. Significant changes in planned expenditures in the approved budget must be reported to the university board of trustees ~~or designee~~ as soon as practicable but no later than the deadline established by a board of trustees.

(45) Support organizations shall provide for an annual audit conducted pursuant to university regulations or policies. The annual audit report shall be submitted to the university board of trustees for review. The ~~approved~~ audit report shall be submitted to the Board of Governors, and the Auditor General. The university board of trustees or designee, the Board of Governors, the Auditor General, and the Office of Program and Policy Analysis and Government Accountability may require and receive any records relative to the operation of a support organization from the organization or its independent auditors.

(56) Each support organization shall submit its federal Internal Revenue Service application for Recognition of Exemption form (Form 1023) and its federal Internal Revenue Service Return of Organization Exempt from Income Tax form (Form 990) to the university board of trustees or designee at the times required by the applicable regulation or policy of the board of trustees. Copies of such forms shall be provided by each university to the Board of Governors.

(7) As of July 1, 2019, any transfer of a state appropriation to a DSO is limited to funds pledged for capital projects.

- (a) This regulation does not prohibit the transfer of non-state funds between university DSOs, or the transfer of non-state funds to the DSO, as long as the original source of funding was not a state appropriation.
- (b) A DSO may transfer funds and provide the use of DSO property, facilities or personal services without any charge to the university.
- (c) Effective for fiscal 2018-2019, and annually thereafter, each university will report to the Legislature and the Board of Governors all transfers of state funds to each university DSO, using the format and instructions specified by the Chancellor.

(8) A support organization shall provide equal employment opportunities to all persons, regardless of race, color, national origin, sex, religion, age, disability, marital status, veteran status, or any other basis protected by law.

(89) The chair of the university board of trustees shall appoint at least one representative to each DSO board of directors and executive committee (if any). The university president or designee shall also serve on the board of directors and executive committee of each DSO. The university board of trustees shall approve all appointments to any DSO board other than the chair's representative(s) or the president or president's designee. The chair's designee may not be the university president; nor may the chair and president appoint the same person to represent both the chair and the president on any one DSO board.

(610) University boards of trustees shall decertify a support organization if the university board of trustees or designee determines that the organization is no longer serving the best interest or mission of the university and decertification is appropriate.

In decertifying a support organization, the board of trustees shall require an accounting of the organization's assets and liabilities and take such reasonable action as necessary to secure the return of all university property and facilities as requested by the university.

Authority: Section 7(d), Art. IX, Fla. Const., History – Formerly 6C-3.12, 11-18-70, Amended and Renumber 12-17-74, Amended 4-14-76, 6-25-80, 8-11-85, Formerly 6C-9.11, Amended 9-28-86, 2-13-89, 4-10-90, 12-9-91, 8-1-94, 4-16-96, Amended and Renumbered 8-6-09, Amended XX-XX-XX.

Select Year:

The 2018 Florida Statutes

[Title XLVIII](#)
K-20 EDUCATION CODE

[Chapter 1004](#)
PUBLIC POSTSECONDARY EDUCATION

[View Entire Chapter](#)

1004.28 Direct-support organizations; use of property; board of directors; activities; audit; facilities.—

(1) DEFINITIONS.—For the purposes of this section:

(a) “University direct-support organization” means an organization which is:

1. A Florida corporation not for profit incorporated under the provisions of chapter 617 and approved by the Department of State.
2. Organized and operated exclusively to receive, hold, invest, and administer property and to make expenditures to or for the benefit of a state university in Florida or for the benefit of a research and development park or research and development authority affiliated with a state university and organized under part V of chapter 159.
3. An organization that a state university board of trustees, after review, has certified to be operating in a manner consistent with the goals of the university and in the best interest of the state. Any organization that is denied certification by the board of trustees shall not use the name of the university that it serves.

(b) “Personal services” includes full-time or part-time personnel as well as payroll processing.

(c) “Property” does not include student fee revenues collected pursuant to s. [1009.24](#).

(2) USE OF PROPERTY.—

(a) Each state university board of trustees is authorized to permit the use of property, facilities, and personal services at any state university by any university direct-support organization, and, subject to the provisions of this section, direct-support organizations may establish accounts with the State Board of Administration for investment of funds pursuant to part IV of chapter 218.

(b) The board of trustees, in accordance with regulations and guidelines of the Board of Governors, shall prescribe by regulation conditions with which a university direct-support organization must comply in order to use property, facilities, or personal services at any state university, including that personal services must comply with s. [1012.976](#). Such regulations shall provide for budget and audit review and oversight by the board of trustees, including thresholds for approval of purchases, acquisitions, projects, and issuance of debt. No later than July 1, 2019, the transfer of a state appropriation by the board of trustees to any direct-support organization may only include funds pledged for capital projects. Beginning July 1, 2019, and annually thereafter, each university board of trustees shall report to the Legislature the amount of state appropriations transferred to any direct-support organization during the previous fiscal year, the purpose for which the funds were transferred, and the remaining balance of any funds transferred.

(c) The board of trustees may not transfer any funds to and shall not permit the use of property, facilities, or personal services at any state university by any university direct-support organization that does not provide equal employment opportunities to all persons regardless of race, color, religion, gender, age, or national origin.

(d) The board of trustees may not permit the use of state funds for travel expenses by any university direct-support organization.

(3) BOARD OF DIRECTORS.—The chair of the university board of trustees shall appoint at least one representative to the board of directors and the executive committee of any direct-support organization established under this section. The president of the university for which the direct-support organization is established, or his or her designee, shall also serve on the board of directors and the executive committee of any

direct-support organization established to benefit that university. The university board of trustees shall approve all appointments to any direct-support organization not authorized by this subsection.

(4) **ACTIVITIES; RESTRICTION.**—A university direct-support organization is prohibited from giving, either directly or indirectly, any gift to a political committee as defined in s. [106.011](#) for any purpose.

(5) **ANNUAL AUDIT; PUBLIC RECORDS EXEMPTION; PUBLIC MEETINGS EXEMPTION.**—

(a) Each direct-support organization shall provide for an annual financial audit of its accounts and records to be conducted by an independent certified public accountant in accordance with rules adopted by the Auditor General pursuant to s. [11.45\(8\)](#) and by the university board of trustees. The annual audit report shall be submitted, within 9 months after the end of the fiscal year, to the Auditor General and the Board of Governors for review. The Board of Governors, the university board of trustees, the Auditor General, and the Office of Program Policy Analysis and Government Accountability shall have the authority to require and receive from the organization or from its independent auditor any records relative to the operation of the organization. The identity of donors who desire to remain anonymous shall be protected, and that anonymity shall be maintained in the auditor's report.

(b) Other than the auditor's report, management letter, any records related to the expenditure of state funds, and any financial records related to the expenditure of private funds for travel, all records of the organization and any supplemental data requested by the Board of Governors, the university board of trustees, the Auditor General, and the Office of Program Policy Analysis and Government Accountability shall be confidential and exempt from s. [119.07\(1\)](#).

(c) Any portion of a meeting of the board of directors of the organization, or of the executive committee or other committees of such board, at which any proposal seeking research funding from the organization or a plan or program for either initiating or supporting research is discussed is exempt from s. [286.011](#) and s. 24(b), Art. I of the State Constitution. This paragraph is subject to the Open Government Sunset Review Act in accordance with s. [119.15](#) and shall stand repealed on October 2, 2019, unless reviewed and saved from repeal through reenactment by the Legislature.

(6) **FACILITIES.**—Each direct-support organization is authorized to enter into agreements to finance, design and construct, lease, lease-purchase, purchase, or operate facilities necessary and desirable to serve the needs and purposes of the university, as determined by the systemwide strategic plan adopted by the Board of Governors. Such agreements are subject to the provisions of ss. [1010.62](#) and [1013.171](#).

(7) **ANNUAL BUDGETS AND REPORTS.**—Each direct-support organization shall submit to the university president and the Board of Governors its federal Internal Revenue Service Application for Recognition of Exemption form (Form 1023) and its federal Internal Revenue Service Return of Organization Exempt from Income Tax form (Form 990).

History.—s. 172, ch. 2002-387; s. 173, ch. 2007-5; s. 89, ch. 2007-217; s. 31, ch. 2013-37; s. 1, ch. 2014-27; s. 7, ch. 2018-4.

Agenda Item: FL 103

USF Board of Trustees
September 4, 2018

Issue: Tenure Nomination as a Condition of Employment

Proposed action: Approve Tenure as a Condition of Employment, USF Tampa

Executive Summary:

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

Financial Impact:

Strategic Goal(s) Item Supports:

USF Strategic Plan 2013-2018, Goal II

BOT Committee Review Date:

Academic and Campus Environment Committee – August 27, 2018

Supporting Documentation Online (please circle): Yes No

USF System or Institution specific: USF Tampa

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



MEMORANDUM

DATE: September 4, 2018
TO: Brian D. Lamb, Chair
FROM: Judy Genshaft, President
SUBJECT: Tenure as a Condition of Employment Nominations, USF Tampa

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

Enclosures

Faculty Nominations for Tenure as a Condition of Employment, USF-Tampa
USF Board of Trustees Meeting – September 4, 2018

<u>College</u>	<u>Name</u>	<u>Rank</u>	<u>Department/ School</u>	<u>Degree of Effort*</u>	<u>Previous Institution</u>	<u>Tenure at Previous Institution</u>
Arts & Sciences	Steven Wilson	Professor	Communication	1.0	Purdue University	Yes
Morsani College of Medicine	Krishna Bhat, MD, PhD	Professor	Molecular Medicine	1.0	U of Texas Medical Branch School of Medicine	Yes
Morsani College of Medicine	George Davis, MD, PhD	Professor	Molecular Pharmacology & Physiology	1.0	University of Missouri, Columbia School of Medicine	Yes
College of Public Health	Dr. Monica Uddin, PhD	Professor	Center for Global Health & Infectious Disease Research	1.0	University of Illinois Urbana Champaign	Yes
College of Public Health	Derek E. Wildman, PhD	Professor	Center for Global Health & Infectious Disease Research	1.0	University of Illinois Urbana Champaign	Yes
College of Nursing	Usha Menon, PhD, RN, FAAN	Professor	N/A	1.0	University of Arizona at Tucson	Yes

*If less than 1.0 FTE

University of South Florida
Tenure Nominations as a Condition of Employment

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Arts & Sciences

Steven Wilson, Ph.D.

Dr. Steven Wilson joined USF as a Professor in the Department of Communication, College of Arts & Sciences, in August 2018. Dr. Wilson comes to us from Purdue University where he was tenured as Associate (in 2000) and promoted to Full Professor (in 2002) in the Brian Lamb School of Communication. Dr. Wilson's research focuses on processes of influence and identity management in family, health, and workplace contexts. He is the author of *Seeking and Resisting Compliance: Why Individuals Say What They Do When Trying to Influence Others*, co-editor of *New Directions in Interpersonal Communication Research*, and author of 90 scholarly articles and book chapters on these topics. He is a fellow of the International Communication Association, and recipient of the National Communication Association's Bernard Brommel Award for Outstanding Scholarship in Family Communication. He currently serves as an associate editor for *Human Communication Research*, published by the International Communication Association. Dr. Wilson has advised more than 50 graduate students, including 23 PhD advisees, all of whom are employed in tenured/tenure-track positions in the academy and in industry. Prior to coming to USF, Dr. Wilson served on the faculty at Michigan State, Northern Illinois, Northwestern, and Purdue Universities. He has also been a visiting professor/scholar at Copenhagen Business School (Denmark), Donguok University (South Korea), University of California-Santa Barbara, University of Iowa, and University of Leuven (Belgium). Dr. Wilson continues as faculty affiliate with the Military Family Research Institute at Purdue University. The faculty of the Department of Communication recommend tenure upon employment at the rank of Professor, a recommendation enthusiastically supported by Dean Eric Eisenberg, Provost Ralph Wilcox, and President Judy Genshaft concur with this recommendation.

University of South Florida
Tenure Nominations as a Condition of Employment

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Morsani College of Medicine

Krishna Bhat, MD, PhD

Dr. Krishna Bhat joined the faculty at USF Health, the Morsani College of Medicine (MCOM), on August 3, 2018 as Professor with the Department of Molecular Medicine. Dr. Bhat earned his medical degree from Virginia Commonwealth University College of Medicine, and his PhD in 1990, from the Memorial University School of Medicine in Canada. He completed a Neurology fellowship at the Department of Neurology, University of Cagliari, Italy in 2011. Dr. Bhat is an internationally recognized researcher in the area of neurogenesis using a *Drosophila* model. He has played a major role in the *Drosophila* community by his completion of a critical genome-wide screen for temperature sensitive embryonic lethals as a way to study the requirements of these genes later in development of the adult brain. He made these mutants widely available, providing a tremendous resource for the *Drosophila* community. He comes to USF from the University of Texas Medical Branch, Galveston, TX, where he served as Professor with tenure in the Department of Neuroscience and Cell Biology. At USF he will serve as a core investigator to help strengthen the neurodegeneration research group at the Byrd and USF. Dr. Bhat brings to USF an outstanding publication record. He has authored and/or co-authored 44 peer reviewed publications in prestigious scientific journals such as *Cell*, *Genetics*, *Development*, *PLoS ONE*, *PLoS Genetics*. Dr. Bhat has maintained continuous funding for the past 20 years. He is currently the PI on a \$1.2 million NIH R01 grant and has a second \$1.25 million R01 with a fundable score that should be awarded. In addition, Dr. Bhat has served on numerous committees and roles for UTMB and his department. He has also held several standing roles on grant review panels for Wellcome Trust, NIH, NSF, and the Alzheimer's Association as well as *ad hoc* roles. In addition, Dr. Bhat holds membership in numerous professional and scientific societies and he serves as Editorial Board member for several journals. The MCOM Appointment, Promotion and Tenure Committee, and the chair of the Department of Molecular Medicine recommend Dr. Bhat for tenure at the rank of Professor. Dr. Charles J. Lockwood, Senior Vice President of USF Health, and Dean, MCOM along with Provost Ralph Wilcox and President Judy Genshaft, concur with this recommendation for tenure upon appointment.

Morsani College of Medicine**George Davis, MD, PhD**

Dr. George Davis joined the faculty at USF Health, the Morsani College of Medicine (MCOM), on June 28, 2018 as Professor with the Department of Molecular Pharmacology and Physiology. Dr. Davis is a highly qualified scientist, scholar, mentor, and leader. Dr. Davis earned his medical degree and PhD from the University of California, San Diego in 1986. He received his postdoctoral training with the National Institute of Health. He began his academic career in 1991 as an Assistant Professor at Texas A&M University College of Medicine. Dr. Davis is an internationally recognized scientist whose research focuses on angiogenesis and blood vessel development in metabolic disorders and cancers. He is an expert in modeling blood vessel formation in vitro, gaining national and international recognition for his original contributions in the mechanisms of the angiogenetic process. His contributions have been highly recognized by his peers, and is a frequent speaker at national and international conferences. He comes to USF from the University of Missouri-Columbia School of Medicine where he served as Professor with tenure since 2006. Dr. Davis has an outstanding publication record, having published more than 140 papers in highly regarded journals such as *Science*, *Journal of Biological Chemistry*, *Nature*, and *Blood*. Dr. Davis has sustained continuous funding since 1993. He is currently the PI on three NIH R01 grants that total \$3 million. He has served as an *ad hoc* reviewer on numerous journals, and granting agencies, such as the American Cancer Society, the NIH, and American Heart Association. He has served as a Course Director, a Course Coordinator, has redesigned curriculum, and has developed new graduate courses in Pathology. He has mentored numerous PhD students and PhD postdoctoral fellows, and has sat on and served as the Chair on many Graduate Thesis Committees, as well as sponsoring numerous undergraduate and medical student research projects. The MCOM Appointment, Promotion and Tenure Committee, and the chair of the Department of Molecular Pharmacology and Physiology recommend Dr. Davis for tenure at the rank of Professor. Dr. Charles J. Lockwood, Senior Vice President of USF Health, and Dean, MCOM along with Provost Ralph Wilcox and President Judy Genshaft, concur with this recommendation for tenure upon appointment.

College of Public Health**Monica Uddin, PhD**

Dr. Monica Uddin will join the faculty at USF Health in the College of Public Health (COPH) as a Professor on August 16, 2018. She comes to USF as a tenured Associate Professor and the Richard and Margaret Romano Professorial Scholar from the University of Illinois - Urbana Champaign (U of I). She was scheduled to be promoted to Professor at U of I; thus, the rationale for appointing her as Professor at USF. Dr. Uddin received her degree in molecular anthropology from New York University, and completed a postdoctoral fellowship at Wayne State University where she also served as a Research Scientist. Dr. Uddin's research interest focuses on the cutting-edge of human stress genomics. Her focus on characterizing psychiatric phenotypes from a genetic and genomic perspective has produced a number of high-impact publications, including the first genome-scale assessment describing the epigenetics of posttraumatic stress disorder, published in the Proceedings of the *National Academy of Sciences (PNAS)*. She has secured multiple grants from the National Institute of Health (NIH) and other sources, having served as an investigator or PI on 22 completed externally-funded research grants. She is currently listed as the PI or Co-I on eight active externally-funded projects, including four R01 awards from NIH. She estimates that she will be bringing over \$3.5 million in grant support to USF into 2022. Dr. Uddin has published 93 papers in peer reviewed literature since beginning her career in this area in 2003. Dr. Uddin has made a concerted effort to increase diversity in genomic science. For example, her NIMHD-funded R01 is to examine the epigenomics of PTSD and traumatic stress in African-Americans, and the NHGRI-funded U01 is to examine the transgenerational genomic impact of genocide in Rwanda. She is an elected member of the Council of the American Psychopathological Association. The USF Genomics Program Search Committee and the COPH Appointment, Promotion and Tenure Committee recommend Dr. Uddin for tenure at the rank of Professor. Dr. Donna J. Petersen, Dean, COPH and Dr. Charles J. Lockwood, Senior Vice President of USF Health and Dean, Morsani College of Medicine, along with Provost Ralph Wilcox and President Judy Genshaft, concur with this recommendation for tenure upon appointment.

College of Public Health**Derek E. Wildman, PhD**

Dr. Derek Wildman will join the faculty at USF Health, in the College of Public Health (COPH) and the USF Genomics Program, as a Professor on August 16, 2018. Dr. Wildman comes to USF from the University of Illinois-Urbana Champaign (U of I) where he was a tenured Professor in the Department of Molecular and Integrative Physiology. He received his PhD degree in Anthropology, concentrating in evolutionary primatology, from New York University in 2000 and completed a postdoctoral fellowship at Wayne State University in 2005. He is the Leader of the Computing Genomes for Reproductive Health (CGRH) theme at the Carl R. Woese Institute for Genomic Biology (IGB) at U of I. The IGB is a world-renowned interdisciplinary institute that focuses on a broad range of genomics topics. Dr. Wildman has published 123 papers in the peer reviewed literature, including papers in high impact journals such as *Nature Communications* and *Proceedings of the National Academy of Sciences, (PNAS)*. He has been a PI or Co-I on 19 externally funded awards. Currently, he is PI or Co-I on 7 externally funded awards, with two grant proposals pending. Dr. Wildman will bring a total of \$3.1 million in external funding to USF, with awards extending through 2022. Dr. Wildman has an established international profile. He serves as the editor-in-chief of *Molecular Phylogenetics and Evolution*. Further, he has served on numerous study sections and grant review panels for NIH, NSF and the DFG. The USF Genomics Program Search Committee and the COPH Appointment, Promotion and Tenure Committee recommend Dr. Wildman for tenure at the rank of Professor. Dr. Donna J. Petersen, Dean, COPH and Dr. Charles J. Lockwood, Senior Vice President of USF Health and Dean, Morsani College of Medicine, along with Provost Ralph Wilcox and President Judy Genshaft, concur with this recommendation for tenure upon appointment.

University of South Florida
Tenure Nominations as a Condition of Employment

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College of Nursing

Usha Menon, PhD, RN, FAAN

Dr. Usha Menon will join the faculty at USF Health, the College of Nursing, on September 5, 2018 as a Professor and the Vice Dean for Research. Dr. Menon comes to USF from the University of Arizona in Tucson where she served as a Professor with tenure and Associate Dean of Research and Global Advances. Dr. Menon earned her BS in Nursing from Lander University in South Carolina, MS degree in Nursing and Adult Nurse Practitioner from Indiana University, and a PhD in Nursing Science as well as a Post-Doctoral Fellowship in Nursing/Health Promotion from Indiana University. Dr. Menon has taught courses at the baccalaureate, master's, and doctoral levels at University of Arizona, The Ohio State University, University of Gondar in Ethiopia, and the Mayo Clinic College of Medicine. Dr. Menon was inducted into the Sigma Theta Tau International Nurse Researcher Hall of Fame, and was named Fellow of the American Academy of Nursing, the highest national honor in the nursing profession. Dr. Menon serves as a reviewer for prestigious international and national journals, and has served as grant reviewer on multiple studies including the NIH Health Disparities and Equity Promotion Study Section and Psychosocial and Behavioral Research Review Committee. As PI or Co-PI, Dr. Menon has been awarded \$63 million in research funding. Her current funded work as PI includes an R01, which was funded by the National Cancer, looking at the effectiveness of an intervention using "community-to-clinic" navigators to guide CRC screening, and an internal grant that aims to reduce health disparities among US-Mexico border communities. She has published 68 articles in nationally recognized scientific journals such as: *GSTF International Journal of Nursing and Health Care*, *Contemporary Clinical Trials*, and *Journal of Behavioral Medicine*. Dr. Menon has authored or co-authored six book chapters and served as a research consultant for universities and businesses throughout the U.S. The College of Nursing Appointment, Promotion and Tenure Committee, and the Dean of the College of Nursing recommend Dr. Menon for Vice Dean for Research and for tenure at the rank of Professor. Dr. Charles J. Lockwood, Senior Vice President of USF Health, and Dean, MCOM along with Provost Ralph Wilcox and President Judy Genshaft, concur with this recommendation for tenure upon appointment.

Agenda Item: FL 104

USF Board of Trustees
September 4, 2018

Issue: Tenure Nomination as a Condition of Employment

Proposed action: Approve Tenure as a Condition of Employment for USF Sarasota-Manatee

Background information:

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

Strategic Goal(s) Item Supports:

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

Workgroup Review Date:

Academic and Campus Environment Committee – August 27, 2018

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

- Memorandum to Brian Lamb, Chair, USF Board of Trustees
- Tenure Nomination as a Condition of Employment
- Faculty Profile

USF System or Institution specific:

USF Sarasota-Manatee

Prepared by: Karen Holbrook, Regional Chancellor, 941-359-4340



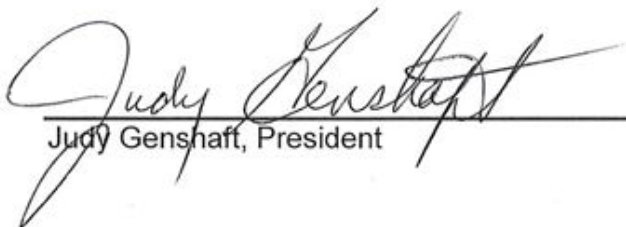
MEMORANDUM

DATE: September 4, 2018
TO: Brian Lamb, Chair
FROM: Judy Genshaft, President
SUBJECT: Faculty Nomination for Tenure, USF Sarasota-Manatee

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

Nominee for tenure: Brett Kemker, Communication Sciences & Disorders

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



Judy Genshaft, President

8/8/18

Date

Enclosures

**Faculty Nominations for Tenure as Condition of Employment, USF Sarasota-Manatee
USF Board of Trustees Meeting – September 4, 2018**

<u>College</u>	<u>Name</u>	<u>Rank Upon Tenure</u>	<u>Discipline</u>	<u>Degree of Effort*</u>	<u>Previous Institution</u>	<u>Tenure at Previous Institution</u>
College of Science and Mathematics	Brett Kemker	Professor	Communication Sciences & Disorders	1.0 FTE	University of New Orleans	Tenured Professor

* If Less than 1.0 FTE

**University of South Florida Sarasota-Manatee
Tenure as a Condition of Employment
College of Science & Mathematics**

Dr. Brett Kemker will join USFSM as the Regional Vice Chancellor for Academic Affairs in July 2018. From 2012 to 2018, Dr. Kemker was a Professor at the University of New Orleans. During his time at UNO, Professor Kemker also served as Dean of Students, Title IX Coordinator and Administrator, Chair of the Master Planning Committee, and Chief Articulation Officer.

Prior to his time at UNO, Dr. Kemker was Assistant Provost at the University of Southern Mississippi (USM) (2009-2012), Associate Dean of the USM College of Health (2007-2009), USM Speech and Hearing Department Chair (2006-2009), and Associate Professor in the Department of Speech at Louisiana Tech University (2004-2006). All of these were tenured positions.

Dr. Kemker has published and presented substantially in audiology and has received research funding through more than 40 awards, both public and private. His contributions to research have received recognition awards from both Florida State University (2000 & 2001) and from the American Academy of Audiology (2005). He has also taught over a dozen courses at the undergraduate and graduate levels and received an award for Excellence in Undergraduate Advising in 2002.

Agenda Item: FL 105

USF Board of Trustees
September 4, 2018

Issue: USF Regulation USF2.0021: Student Records

Proposed action: Amend USF Regulation USF2.0021: Student Records

Executive Summary:

The University of South Florida System is obligated to comply with state and federal law with regard to maintaining student records. This includes a responsibility to inform students and parents of their rights to review and inspect education records, to challenge and seek to amend education records, to control disclosure of education records, and to contact the Family Policy Compliance Office for concerns regarding alleged violations of FERPA or to the appropriate court for violations of privacy if applicable. The USF System has placed the responsibility for administration of this Regulation with the University Registrar.

Regulation USF2.0021 is being revised to update and implement provisions of the Federal Educational Rights & Privacy Act guidelines ([FERPA](#)) and [§1002.225](#) and [§1006.52](#), Florida Statutes consistent with the University Registrar's Office as well as to clarify existing practices.

Financial Impact: None

Strategic Goal(s) Item Supports Goal 4 – Sound financial management to establish a strong sustainable economic base in support of USF's continued academic advancement.

Committee Review Date: ACE August 27, 2018

Supporting Documentation:

Yes

No

USF System or Institution specific: USF System

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REGULATION

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USF System USF USFSP USFSM

Number: USF2.0021
Title: Student Records
Responsible Office: Academic Affairs

Date of Origin: 4-19-83 Date Last Amended: ~~11-10-15 (technical)~~ Date Last Reviewed: ~~11-10-15~~

(1) **Introduction.** The policies and procedures outlined in this Regulation are designed to implement the provisions of the Family Educational Rights and Privacy Act ["FERPA," 20 U. S. C. s.1232g] and Sections 1002.225 and 1006.52, Florida Statutes pursuant to which the University of South Florida ~~System (USF System)~~ (USF) is obligated to inform students and parents of their rights to review and inspect education records, to challenge and seek to amend education records, to control disclosure of education records, and to ~~contact complain to~~ the Family Policy Compliance Office for concerns regarding ~~(alleged violations of FERPA)~~ or to the appropriate court for violations of privacy if applicable. ~~The USF System-USF~~ has placed the responsibility for administration of this Regulation with ~~its FERPA Coordinator who is~~ the University Registrar.

(2) **Definitions.** The following definitions of terms apply to the construction of this Regulation:

(a) **Education Records.** Those ~~records which are maintained~~ records that are maintained by ~~the USF System~~ and employees/agents of USF ~~System institutions which contain information directly,~~ which contain information directly related to a student. "Record," as used herein, includes any information or data recorded in any medium, including but not limited to handwriting, print, digital/electronic images, magnetic tapes and disks, film, microfilm, and microfiche. "Agents," as used herein, means any individual who, pursuant to express or implied authorization, represents and acts for ~~the USF System.~~ As Education Records are not kept in one file, to the extent a student requests a review of records for amendment as contemplated by FERPA or a general request for education records, the request will be considered a request for the actual academic record maintained by the FERPA Coordinator University Registrar and provided within 45 days of request. To the extent a student is requesting other general education records, those requests must detail the exact document(s)

35 requested by date, time, or other manner to facilitate the location of the records. A general request
36 for all education records may be returned to the requestor for specificity and costs of a search that is
37 beyond the academic records maintained by the Registrar or other specific university officeThe
38 University Registrar or other specific university office may return a general request for all education
39 records to the requestor for specificity and costs of a search that is beyond the academic records
40 maintained.

41 The following types of records are expressly exempt from the definition of **education records**:

42 1. Sole Possession Records. Personal record of USF ~~System~~—employees/~~agents~~
43 ~~which agents that~~ meets the following test:

- 44 a. It was created by the USF ~~System~~—employee/agent as a personal memory aid; and
- 45 b. It is in the sole possession of the USF ~~System~~—employee/agent who created it; and
- 46 c. The information contained in it has never been revealed or accessible to any other person,
47 including the student, except the USF ~~System~~—employee's/agent's "temporary substitute." "Temporary
48 substitute," as used herein, means an individual who performs on a temporary basis the duties of the
49 USF ~~System~~—employee/agent.

50 2. Employment Records. ~~Records which~~Records that are used only in relation to an
51 individual's employment by ~~the~~—USF ~~System~~. However, the following are education records rather
52 than employment records:

- 53 a. Records relating to a student's employment by ~~the~~—USF ~~System~~ if the position in which the
54 student is employed depends on his/her status as a student.
- 55 b. Records relating to a student's employment by ~~the~~ USF ~~System~~ if the student receives a
56 grade or credit based on his/her performance as an employee.

57 3. Pre-attendance Records. Records relating to an individual's application for admission to
58 ~~the~~ USF ~~System~~ prior to his/her actual attendance as an enrolled student in the program for which
59 application was made. This includes records relating to an application for admission to one of the
60 colleges within the USF ~~System~~ prior to the individual's actual attendance as an enrolled student in
61 that college. (Although not considered education records, Section 1006.52, Florida Statutes does
62 define *Applicant Records* and provides that such records are confidential and exempt from Sections
63 119.07(1), Florida Statutes and 24(a), Art. I, Fla. Constitution.

64 4. Alumni Records. Records created and maintained on an individual as an alumnus/alumna
65 of ~~the~~ USF ~~System~~.

66 5. Law eEnforcement Rrecords. Records created and maintained by the University Police
67 which are used solely for law enforcement purposes, are maintained apart from education records,
68 and are not disclosed to individuals other than law enforcement officials of the same jurisdiction;
69 provided that, in addition, no member of the University Police shall have access to education records
70 except where this Regulation authorizes release without the student's prior written consent.

71 6. Health rRecords. Records of the University's Student Health Services and Counseling
72 Center which are used only for the provision of medical, psychiatric, or psychological treatment and
73 which are kept separate from education records.

74 (b) Personal Iidentifier. Any data or information that relates a record to an individual. This
75 includes the individual's name, the name of the individual's parents, or other family members, the
76 individual's address, the individual's social security number or official University ID and any other
77 number or symbol which identifies the individual, a list of the individual's personal characteristics, or
78 any other information which would make the individual's identity known and can be used to label a
79 record as the individual's record as determined by the USF ~~System~~.

80 (c) Student. An individual who is registered for an on-or-off campus (including on-line
81 courses) program leading to the award of academic credit or degree from USF ~~System institutions~~.
82 "Student" does not include individuals participating in the Common Learning Network, Language
83 Institute, Gifted programs, Speech and Hearing Clinics, or non-credit Continuing Education programs
84 and athletic camps with participation not exclusive to persons enrolled or registered to attend USF.
85 ~~non-credit Continuing Education programs or USF Health degree students who are not attending as~~
86 ~~an enrollee.~~

87 (d) USF: Refers to the University of South Florida both as one entity and to the extent there
88 are distinct institutions or campuses it includes those entities.

89 (e) USF or University Registrar: The administrator serving as record custodian for USF for
90 FERPA purposes and that administrator's designee(s). The term "University" or Office of the
91 Registrar may be used to refer to this administrative office in this Regulation

92 **(3) Annual Notification.**

93 (a) ~~Each USF System campus/institution~~ will email student's each Fall and Spring semester in
94 addition to publishing annually in the graduate and undergraduate catalogs a notice of student rights
95 under FERPA and Sections 1002.225 and 1006.52, Florida Statutes.

96 (b) The notice will include, but not be limited to, the following:

97 1. The right of the student to inspect and review his/the student's own/her education records.

98 2. The intent of ~~the~~ USF ~~System~~ to limit the disclosure of information contained in a student's
99 education records to the following circumstances:

- 100 a. With the student's prior written consent; or
101 b. ~~As an item of~~ Directory information which the student has not refused to permit ~~the~~ USF
102 ~~System~~ to disclose; or,
103 c. Under the FERPA and Florida Statutes, provisions which allow the USF ~~System~~ to disclose
104 information without the student's prior written consent.

105 3. The right of a student to request ~~that~~ ~~the~~ USF ~~System~~ ~~to~~ amend any part of ~~his/her~~ ~~the~~
106 ~~student's~~ education record which ~~he/she~~ ~~the student~~ believes to be inaccurate, misleading, or in
107 violation of ~~his/her~~ ~~the student's~~ privacy or other rights; and, should the student's request be denied,
108 the right of the student to a hearing to present evidence that the record is inaccurate, misleading, or
109 in violation of ~~his/~~ ~~the student's own~~ ~~her~~ privacy or other rights.

110 4. The right to report violations of FERPA to the Family Policy Compliance Office of the
111 U.S. Department of Education, and to bring an action in Florida Circuit Court for violations of Section
112 1002.225, Florida Statutes.

113 5. The locations where copies of this Regulation are available to students.

114 **(4) Locations Of of Student Records**. Student confidential information ~~may be~~ ~~are~~
115 maintained throughout ~~the~~ USF ~~System~~ and there is no prerequisite for information to be maintained
116 in a specific place for it to be considered a student record. However, ~~as a general practice~~ ~~practice~~;
117 ~~records are maintained in the following areas and~~ requests should be submitted ~~to or forwarded for~~
118 ~~processing to the attention of~~ ~~accordingly in care of the~~ ~~University~~ University Registrar who is located
119 ~~on the Tampa Campus. A~~ ~~;~~ ~~(Note: A- The Student is responsible for identifying those records to be~~
120 ~~reviewed. The~~ ~~University~~ ~~University~~ Registrar or designee will confirm receipt of request and
121 ~~coordinate a~~ ~~including the date, time and specific location for review of the records.~~ ~~/custodian of~~
122 ~~the records~~;

123 ~~(In the event the campus/institution does not have a separate office for each function as indicated;~~
124 ~~contact the campus/institution Registrar for assistance in determining the specific record custodian.)~~

125 ~~Admission records and cumulative academic records are located in the University document~~
126 ~~management system~~.

127 ~~(a) Admission records are maintained until scanned at each campus/institution within the USF~~
128 ~~System. The custodians for such records are the Directors of Admissions.~~

129 ~~(b) Cumulative academic records are located in the Office of the Registrar or equivalent office~~
130 ~~at each campus/institution within the USF System. The custodian for such records is the University~~
131 ~~Registrar or equivalent individual at each USF System institution.~~

132 ~~(c) Medical records are located within the Student Health Services offices at each~~
133 ~~campus/institution within the USF System and the custodian for such records is the Director, Student~~
134 ~~Health Services.~~

135 ~~(d) Psychological/Psychiatric counseling records are located in the Counseling Center at each~~
136 ~~campus/institution within the USF System and the custodian for such records is the Director,~~
137 ~~Counseling Center.~~

138 ~~(e) Student employment records are located in the Division of Human Resources at each~~
139 ~~campus/institution within the USF System. The custodian for such records is the Director, Division~~
140 ~~of Human Resources.~~

141 ~~(f) Financial aid records are located in the University document management system. Paper~~
142 ~~records are maintained until scanned at each campus/institution; electronic records are maintained~~
143 ~~indefinitely in the University document management system. The custodian for such records is the~~
144 ~~Director, University Scholarships & Financial Aid Services, SVC 1102, 4202 Fowler Avenue, Tampa,~~
145 ~~Florida 33620.~~

146 ~~(g) Financial records are located in the Division of Finance and Accounting at each~~
147 ~~campus/institution within the USF System. Electronic records are maintained in the document~~
148 ~~management system.~~

149 ~~(h) Cooperative education and placement records are located in the Career Resource Center at~~
150 ~~each campus/institution within the USF System and the custodian for such records is the Director,~~
151 ~~Career Development Services.~~

152 ~~(i) College records are located in the college dean's office and/or departmental offices of each~~
153 ~~college or department and in the faculty offices at each college or department and the custodian for~~
154 ~~such records is the appropriate dean, department chairperson, professor, instructor or lecturer.~~

155 ~~(j) Disciplinary records are located in the Office of Student Affairs at each campus/institution~~
156 ~~within the USF System and the custodian for such records is the Associate Vice President for Student~~
157 ~~Affairs and Dean of Students.~~

158 ~~(k) Continuing Education records are located in the Office of the Registrar at each~~
159 ~~campus/institution within the USF System and the custodian for such records is the University~~
160 ~~Registrar.~~

161 ~~(l) All records relating to students enrolled in the University's College of Medicine are located~~
162 ~~in the appropriate College of Medicine office, and the custodian for such records is the Office of~~
163 ~~Student Affairs, College of Medicine, University of South Florida, MDC 54, 12901 Bruce B. Downs,~~
164 ~~Tampa, Florida 33612.~~

165 ~~(m) Records relating to students previously enrolled in the New College program of the~~
166 ~~University of South Florida are now located at New College of Florida, Office of Records &~~
167 ~~Registration, 5800 Bay Shore Road, PMD 115, Sarasota, Florida 34243-2109.~~

168 ~~(n) Occasional records, student education records not included in the types or systems listed~~
169 ~~above, such as copies of correspondence in offices not listed, must be directed to the appropriate~~
170 ~~custodial office who will make them available for inspection or the records may be sent by the specific~~
171 ~~offices to, etc., the FERPA Coordinator will collect such records, direct the student to their location,~~
172 ~~or otherwise make them available for inspection and review.~~

173 **(5) Procedure ~~To~~ Inspect Education Records.**

174 (a) Students who wish to inspect and review their education records should submit a written
175 request to the ~~appropriate record custodian or to the FERPA Coordinator~~University Registrar
176 Registrar. The University will make available the official Registrar Academic records, student's official
177 academic record, housed in the Office of the Registrar, as well as those records specifically identified
178 by date, time, subject and university office in the written request. _____ custodian. Accordingly,
179 the~~The Educational Records not subject to amendment are records created by the student such as~~
180 student emails or other general communications and records created not as part of a course, academic
181 program or other registration record. The University may not have an ability to locate the records
182 without specific parameters including date, topic, location or other defining characteristic and costs
183 may be incurred for records outside of the official academic record. _____ request should identify as
184 accurately as possible the specific records the student wishes to inspect and review. It may identify
185 records according to the types listed in subsection (4) of this Regulation, as records located at specific
186 places, or as records under the custodianship of specific USF System employees/agents identified by
187 title. Records listed in this Regulation as "occasional records" should be identified in terms which will
188 make it possible for the FERPA Coordinator to locate them and make them available for the student
189 to inspect and review.

190 (b) The ~~FERPA Coordinator or the record custodian~~University Registrar or designee(s) shall
191 ~~either permit the student to immediately inspect and review his/her education records or~~ advise the
192 student when and where the records will be available for inspection and review. Access to education
193 records requested in compliance with this ~~Regulation~~regulation shall be granted within a reasonable
194 period of time, but in no case more than ~~thirty-fourty-five (4530)~~ calendar days after the ~~FERPA~~
195 ~~Coordinator or the record custodian~~University Registrar receives the student's written request. The

196 ~~FERPA Coordinator or the record custodian~~ University Registrar or his/her designee shall ~~have the~~
197 ~~right to~~ be present while the student inspects and reviews the records. ~~Upon reasonable request, USF~~
198 ~~System~~ institutions shall furnish the student with an explanation or interpretation of his/her record.

199 (c) ~~A determination by the FERPA coordinator~~ University Registrar or designee that (1) a ~~sa~~
200 ~~Student made a~~ ~~Upon~~ reasonable request and (2) ~~demonstration~~ to the ~~FERPA~~
201 ~~Coordinator~~ University Registrar or designee that the failure to provide the student with copies of the
202 requested education records will effectively deny the student the right to inspect and review such
203 records ~~is a prerequisite to providing~~, ~~USF System~~ institutions will arrange for the student to obtain
204 copies of such records. ~~In most cases, copies will be provided, simply provided for inspection only.:~~
205 ~~In the event that the student has an unpaid financial obligation to a USF System institution, he/she~~
206 ~~shall not be entitled to transcripts or copies of education records.~~

207 (d) When records contain personally identifiable information about more than one student, a
208 student may inspect only that information which relates to ~~him/her~~ the individual student.

209 (e) The USF ~~System~~ reserves the right to refuse to permit a student to inspect and review the
210 following education records:

- 211 1. The financial records of the parents of the student or any information contained therein.
- 212 2. Statements and letters of recommendation prepared by University officials or submitted
213 with the student's application for admission which were placed in the student's records before January
214 1, 1975 or for which the student has waived his/her right of access in writing; provided, however, that
215 if such statements and letters of recommendation have been used for any purpose other than that for
216 which they were originally prepared, the student may inspect and review them.
- 217 3. Those ~~records which~~ records that are excluded from the definition of "education records"
218 under this Regulation.

219 ~~(6) Copies Of Education Records. Generally, students may review records at the time and~~
220 ~~place designated by the USF System. Providing copies of Education Records is a discretionary~~
221 ~~decision on the part of the USF System except as provided below. Transcripts are only provided by~~
222 ~~official request after payment of specified cost.~~

223 ~~If copies are to be provided the following fees may be charged:~~

224 (a) Fees: ~~The Institutions within the USF System will charge the following fees for copies of~~
225 ~~education records:~~

- 226 1. ~~Transcripts: Official transcripts \$10.00 (or as set by current USF System Policy or~~
227 ~~Regulation.) The USF Morsani College of Medicine does not charge a fee for this service. The USF~~

228 ~~System reserves the right to deny transcripts or copies of records not required by FERPA in any of~~
229 ~~the following situations:~~

- 230 ~~a. The student has an unpaid financial obligation to the USF System.~~
- 231 ~~b. There is an unresolved disciplinary action against the student.~~
- 232 ~~c. There is an unresolved litigation between the student and the USF System.~~

233

234 ~~2. Copies of general education records (not certified or official transcripts):~~

235 ~~a. Fees: The fee charged for FERPA required copies of education records or those records~~
236 ~~provided at the discretion of the USF System shall be the amount permitted by statute. Extensive~~
237 ~~search for records may involve additional costs for search and retrieval. When administrative costs of~~
238 ~~collecting fees exceed the copying amount, the FERPA Coordinator shall be authorized to waive or~~
239 ~~charge such fees.~~

240 ~~b. Required Copies: Copies of education records are required by FERPA under the following~~
241 ~~circumstances:~~

242 ~~1) Failure to provide such copies would effectively deny the student the right to inspect and~~
243 ~~review his/her records; or~~

244 ~~2) The USF System has disclosed information from the student's education records under~~
245 ~~authority of the student's prior written consent and the student requests a copy of the information~~
246 ~~disclosed; or~~

247 ~~3) The student requests copies of records the USF System has disclosed to other schools~~
248 ~~where the student seeks or intends to enroll.~~

249 **(7) Directory Information.**

250 (a) Designation of directory information. ~~The USF System~~ hereby designates the following
251 described personally identifiable information contained in a student's education record as "directory
252 information" in order that ~~the USF System~~ may, at its discretion, disclose the information without a
253 student's further prior written consent:

- 254 1. The student's name.
- 255 ~~2. The student's local and permanent addresses.~~
- 256 ~~3. The student's local and permanent telephone listing.~~
- 257 ~~4. Date and Place of Birth.~~
- 258 ~~5.~~ The student's classification and major field of study.
- 259 ~~6.~~ The student's participation in officially recognized activities and sports.

260 ~~47.~~ The weight and height of members of athletic teams.

261 ~~58.~~ The student's dates of attendance, part-time or full-time status, and degrees and awards
262 received, ~~and most recent previous educational agency or institution attended.~~

263 ~~69.~~ The student's photographic image independent of any additional personal identifiers.

264 ~~497.~~ Other similar information as identified by ~~the USF System~~ as appropriate and defined in
265 the notice described in (b) below.

266 ~~(b) Publication of Directory Including Student Directory Information: The USF System~~
267 ~~proposes to publish for each academic year a University Directory which will contain certain items of~~
268 ~~directory information with respect to students who are registered during the Fall Semester of such~~
269 ~~academic year. A student may request to be excluded from this published University Directory by~~
270 ~~completing the request for privacy as described below.~~

271 ~~(be)~~ Release of Specific Directory Information: ~~The USF System~~ may release directory
272 information upon specific request unless a student completes the Request for Privacy as set forth
273 below.

274 ~~(ec)~~ Request for Privacy-General Directory Information: Students have the right to request
275 Privacy to prevent the disclosure of "directory information," either in the Directory or upon request.
276 ~~The USF System~~ will publish in the ~~Schedule of Classes or~~ Graduate and Undergraduate Catalogs ~~for~~
277 ~~each academic term the above list, or a revised list, of~~ the items of information it proposes to designate
278 as "directory information." Students must notify the ~~FERPA Coordinator~~ Office of the Registrar in
279 writing if they refuse to permit the University to:

280 1. Include their information and other designated elements in ~~the online published~~ student
281 directory.

282 2. Release directory information about themselves to any third party.

283 Such notification must be received by the ~~FERPA Coordinator~~ Office of the Registrar no later than
284 the end of the second week of classes of the academic term or the student will be deemed to have
285 waived his/her right of refusal until the next academic term. When the ~~FERPA Coordinator~~ Office
286 of the Registrar receives a student's refusal to permit the University to disclose "directory information"
287 about that student, the ~~FERPA Coordinator~~ Office of the Registrar will ~~notify the appropriate records~~
288 ~~eustodians of the student's action~~ place the appropriate notation on the student's record. ~~The records~~
289 ~~eustodians~~ USF personal and agents acting on their behalf will not make any further disclosures of
290 directory information about that student without the student's prior written consent except to the
291 extent authorized by FERPA and Florida Statutes. Students registering during the Fall Semester will

292 receive notification of their “privacy” rights under FERPA. Students must either notify the ~~FERPA~~
 293 ~~Coordinator~~Office of the Registrar in writing or update their individual privacy status ~~at~~
 294 ~~https://www.registrar.usf.edu/privacy/through-the-Office-of-the-Registrar~~ to prevent disclosure or
 295 publication of directory information in the ~~University-USF~~ Directory; such notification must be
 296 received by the ~~FERPA Coordinator~~Office of the Registrar no later than the end of the second week
 297 of classes ~~of the Fall Semester~~ or the students will be deemed to have waived ~~his/her~~their right of
 298 refusal with respect to the ~~University-USF~~ Directory until ~~Semester One~~the students request additional
 299 privacy in writing. ~~of the next academic year.~~ ~~The~~ USF ~~System~~ will not release information contained
 300 in a student's education records, except directory information, to any third parties except its own
 301 officials, unless those third parties agree that they will not re-disclose the information without the
 302 student's prior written consent. In addition, section (8)(g) below sets forth the terms of the FERPA
 303 Waiver Request Form which authorizes the release of non-directory information to designated
 304 individuals. As the University requires educational records to be reviewed at the University, the
 305 University does not provide copies of a student’s educational records to a student or third party
 306 requestor except as provided by law.

307 (d)e. Requests for directory information.

308 1. All requests for directory information about students should be referred to the ~~FERPA~~
 309 ~~Coordinator~~Office of the Registrar. To the extent the request is submitted as a public records request,
 310 it will be processed pursuant to Policy 0-106 and the requestor will elect to pay the established fixed
 311 approved cost posted on the Office of the Registrar's website or the actual cost of production pursuant
 312 to Policy 0-106.

313 2. Public records request for student directory information will be processed with approximate
 314 charges for costs of production unless the requestor chooses to accept the predetermined estimate for
 315 data production established by the ~~Office of the~~ Registrar’s Office.

316 (e) In keeping with the Solomon Amendment, the University will provide student recruiting
 317 information, which is different from directory information, upon request by a branch of the U.S.
 318 Department of Defense; requests per branch are limited to one per academic term. The following
 319 enrolled student information may be released upon request in keeping the Solomon Amendment:
 320 student name, addresses, phone listings, age or year of birth, place of birth, level of education or
 321 degrees received, and academic major. Students who request that their directory information be
 322 withheld from third parties are excluded from Solomon Amendment requests fulfilled after the
 323 student’s privacy request is processed.

324 (8) Student Contact List. ~~USF publishes an internal, password-protected student contact list~~
325 ~~online that contains the following items: Name, USF e-mail address, institutional affiliations (major,~~
326 ~~work-study location), college, campus, campus phone and campus mailstop. This online Contact List~~
327 ~~is available to any member of the University community with an active Net ID. A student may request~~
328 ~~to be excluded from this published Contact List as well as any Directory Information release by~~
329 ~~completing the request for privacy as described below: USF publishes an internal, password-protected~~
330 ~~student contact list online that contains the following items: Name, USF e-mail address, institutional~~
331 ~~affiliations (major, work-study location), college, campus, campus phone and campus mailstop. This~~
332 ~~online directory is available to any member of the University community with an active Net ID. A~~
333 ~~student may request to be excluded from this published University Directory by completing the~~
334 ~~request for privacy as described below.~~

335

336 **(89) Use of Education Records:** All custodians of a student's education records and other
337 University employees/agents will follow a strict policy that information contained in a student's
338 education record is confidential and may not be disclosed to third parties without the student's prior
339 written consent except as otherwise provided in this section.

340 (a) University officials shall have access to student education records for legitimate educational
341 purposes.

342 1. "University official," as used herein, means:

343 a. A person currently serving as a member of the Florida Board of Governors or USF Board
344 of Trustees.

345 b. A person under contract to the Florida Board of Governors/USF Board of Trustees/USF
346 ~~System~~ or the Florida Department of Education in any faculty or staff position ~~at in the~~ USF ~~System~~.

347 c. A person employed by the USF Board of Trustees as a temporary substitute for a staff
348 member or faculty member ~~in at the~~ USF ~~System~~ for the period of his/her performance as a substitute.

349 d. A person employed by the USF Board of Trustees or under contract to the USF Board of
350 Trustees to perform a special administrative task for ~~the~~ USF ~~System~~. Such persons may be employed
351 as secretaries, clerks, attorneys, auditors; and consultants. They shall be considered ~~to be~~ University
352 officials for the period of their performance as an employee or contractor.

353 e. A person who is designated by a University official by way of written agreement that
354 incorporates all FERPA and state law privacy obligations and who is performing a specific function
355 considered a function that serves a legitimate educational interest on behalf of the University.

356 2. "Legitimate educational purpose," as used herein, means a University official's need to
357 know in order to:

- 358 a. Perform an administrative task outlined in the official's position description or contract; or
- 359 b. Perform a supervisory or instructional task directly related to the student's education; or
- 360 c. Perform a service or benefit for the student such as health care, counseling, student job
361 placement, or student financial aid.

362 (b) Under the following circumstances, University officials may make disclosures of personally
363 identifiable information contained in the student's education records without the student's consent:

364 1. To another college or university where the student seeks or intends to enroll providing that
365 the student is notified of this disclosure.

366 2. To certain federal and state officials who require information in order to audit or enforce
367 legal conditions related to USF ~~System~~ programs supported by federal or state funds.

368 3. To parties who provide or may provide financial aid to the student in order to:

- 369 a. Establish the student's eligibility for the financial aid;
- 370 b. Determine the amount of financial aid;
- 371 c. Establish the conditions for the receipt of the financial aid; or
- 372 d. Enforce the terms of the agreement between the provider and the receiver of the financial
373 aid.

374 4. To state or local officials in compliance with state law adopted prior to ~~November 19,~~
375 ~~1974~~ FERPA being enacted.

376 5. To an individual or organization under written agreement or contract with the University
377 of South Florida ~~System~~, USF Board of Trustees, or the Florida Board of Governors for the purpose
378 of conducting a study on ~~the~~ USF ~~System's~~ behalf for the development of tests, the administration of
379 student aid, or the improvement of instruction.

380 6. To accrediting organizations to carry out their accrediting functions.

381 7. To parents of a student if the parents claim the student as a dependent under the Internal
382 Revenue Code of 1954. The USF ~~System~~ will exercise this option only on the condition that evidence
383 of such dependency is furnished to the ~~FERPA Coordinator~~ Office of the Registrar by the parents
384 executing an Affidavit of Dependency; the most recent tax transcript listing the dependent is
385 commonly required and other documentation may be requested as needed.

386 8. To comply with a lawfully issued subpoena or judicial order of a court of competent
387 jurisdiction. ~~The USF System~~ will make a reasonable effort to notify the student before it makes a
388 disclosure under this provision.

389 9. The result of a disciplinary proceeding may be released to the victim of the student's crime
390 of violence.

391 10. All requests for disclosure under the nine (9) circumstances listed above, where ~~the USF~~
392 ~~System~~ may disclose personally identifiable information without the student's prior consent to third
393 parties other than its own officials, will be referred to the ~~FERPA Coordinator or appropriate records~~
394 ~~custodian~~ University Registrar or designee.

395 (c) University officials are authorized to make necessary disclosures from student education
396 records, without the student's prior consent pursuant to Policy 30-020 and/or in a health or safety
397 emergency if the University official deems:

398 1. The disclosure to be warranted by the seriousness of the threat to the health or safety of
399 the student or other persons; and

400 2. The information disclosed is necessary and needed to meet the emergency; and

401 3. The persons to whom the information is disclosed are qualified and in a position to deal
402 with the emergency; and

403 4. Time is an important and limiting factor in dealing with the emergency.

404 (d) University officials may not disclose personally identifiable information that is contained in
405 a student's education record, except directory information or under the circumstances listed above,
406 except with the student's prior written consent. The written consent must include the following:

407 1. A specification of the information the student consents to be disclosed;

408 2. The person or organization or the class of persons or organizations to whom the disclosure
409 may be made; and

410 3. The date of the consent.

411 (e) The student may obtain a copy of any records ~~the USF System discloses-releases to a third~~
412 ~~party~~ pursuant to the student's prior written consent.

413 (f) ~~The USF System~~ will not release information contained in a student's education records,
414 except directory information, to any third parties except its own officials, unless those third parties
415 agree that they will not re-disclose the information without the student's prior written consent.

416 (g) ~~The USF System~~ may ~~disclose~~ allow a third party access to a student record if the student
417 has executed a ~~release any and all academic information to individuals known and designated by the~~

418 ~~student to receive his/her~~the student's information upon the student duly executing a FERPA Waiver
419 Request Form authorizing ~~the~~USF System to disclose the ~~student's~~ information to those whom the
420 student has authorized. The FERPA Waiver will remain in effect ~~while the student is actively enrolled~~
421 ~~in the USF System or~~ until such authorization is revoked.

422 **(910) Records Of Requests For Access And Disclosures Made From Education**
423 **Records.**

424 (a) ~~The FERPA Coordinator~~University Registrar or designee ~~or appropriate records custodian~~
425 ~~will approve or disapprove~~eny all such requests for access and disclosures and, except for requests for
426 ~~directory information, he/she will maintain a record of these actions. Except no record of disclosures~~
427 ~~will be required if the requests are made by~~

428 ~~All requests for disclosures of information contained in a student's education record or for~~
429 ~~access to the record made by persons other than (1) University officials~~ with legitimate educational
430 ~~interest (2) of the student or (3) in conjunction~~conjunction with ~~at those requests accompanied by the~~
431 ~~student's prior written consent, will be submitted to the FERPA Coordinator or appropriate records~~
432 ~~custodian. The FERPA Coordinator or appropriate records custodian will approve or disapprove all~~
433 ~~such requests for access and disclosures and, except for requests for directory information, he/she~~
434 ~~will maintain a record of these actions.~~

435 (b) This record of requests/disclosures shall include the following information:

- 436 1. The name of the person or agency that made the request.
- 437 2. The interest the person or agency had in the information.
- 438 3. The date the person or agency made the request.
- 439 4. Whether the request was granted and, if it was, the date access was permitted or the
440 disclosure was made.

441 (c) ~~The~~ USF System will maintain this record of requests/disclosures as long as it maintains
442 the student's education record.

443 **(4011) Procedures To Request Amendment Of And Challenge Education Records.**

444 (a) Students have the right to, in accordance with this ~~Regulation~~regulation, request
445 amendment of and challenge the content of their education records ~~if there was~~ ~~discretionary~~
446 ~~discrepancy made in creating the record (records of transitory emails, general correspondence, or the~~
447 ~~memorialization of factual events are not subject to review or amendment).~~

448 (b) Definitions.

449 1. The term "incorrect" is used herein to describe a record that is inaccurate, ~~false~~, misleading,
450 or in violation of the privacy or other rights of students. A record is not "incorrect," for purposes of
451 this ~~Regulation~~regulation, where the requestor wishes to challenge the evaluation reflected by the grade
452 an instructor assigns for a course.

453 2. The term "requestor" is used herein to describe a student or former student who is
454 requesting ~~that the~~ USF ~~System~~ to amend a record.

455 (c) Students who believe that their education records contain ~~information which is~~
456 ~~incorrect~~information that is incorrect should informally discuss the problem with the ~~record~~
457 ~~custodian~~University Registrar or designee. If the record custodian finds the information is incorrect
458 because of an obvious error, and it is a simple matter to amend it to the satisfaction of the requestor,
459 the record custodian may make the amendment.

460 (d) If the record custodian cannot amend the record to the requestor's satisfaction or if the
461 record does not appear to be obviously incorrect, the record custodian will:

462 ~~1. Provide the requestor a copy of the questioned record at no cost; and~~

463 ~~2.~~ Ask the requestor to initiate and provide the record custodian a written request for the
464 amendment; such written request must identify the information which the requestor believes is
465 incorrect, must state why such information is incorrect, and must be dated and signed by the requestor.

466 (e) The ~~record custodian~~University Registrar or designee will ~~vet the request with the custodian~~
467 ~~of record. The record custodian upon reviewing the request will provide the University Registrar~~
468 ~~send the request, together with~~ a written explanation of ~~his/her~~ refusal to amend the record to the
469 requestor's satisfaction, ~~to the FERPA Coordinator~~. The ~~FERPA Coordinator~~University Registrar
470 will examine the ~~request, request~~; discuss it with appropriate USF ~~System~~ officials, including the person
471 who initiated the record, ~~the~~ USF ~~System~~ General Counsel, and other persons who might have an
472 interest in the questioned record. At the conclusion of this investigation, the ~~FERPA~~
473 ~~Coordinator~~University Registrar will summarize ~~his/her~~ findings, make a recommendation for USF's
474 ~~System's~~ action, and deliver the request, the record custodian's written explanation, ~~his/her~~the
475 summary of findings, and ~~his/her~~ recommendation to the USF ~~System~~ ~~President~~ ~~(President)~~
476 ~~(references to the President or include designee)~~.

477 (f) The President ~~or designee~~ will instruct the ~~FERPA Coordinator~~University Registrar
478 whether the record should or should not be amended in accordance with the request. If the President's
479 decision is to amend the record, the ~~FERPA Coordinator~~University Registrar will advise the record

480 custodian to make the amendment. The record custodian will advise the requestor in writing when
481 he/she has amended the record and invite the requestor to inspect the record.

482 (g) If the President's decision is that the record is correct and should not be amended, the
483 ~~FERPA Coordinator~~University Registrar will prepare and send the requestor a letter stating the
484 decision. Parents and eligible students who need assistance or who wish to file a complaint under
485 FERPA ~~or the Protection of Pupil Rights Amendment (PPRA)~~ should do so in writing to the Family
486 Policy Compliance Office, sending pertinent information through the mail, concerning any allegations
487 to the following address: Family Policy Compliance Office; U.S. Department of Education; 400
488 Maryland Avenue, SW; Washington, D.C. 20202-5920; Phone: 1-800-USA-LEARN (1-800-872-5327).

489 (h) In the event the education records are not amended to the requestor's satisfaction, the
490 requestor shall have the right to place with the education records a written statement explaining,
491 commenting upon, or disagreeing with information contained in the education records. This
492 statement shall be maintained as part of the student's education record for as long as ~~the~~ USF
493 ~~System~~System maintains the questioned part of the record. Whenever the questioned part of the
494 record is disclosed, the student's written statement shall also be disclosed.

495 **(412) Right Of to Waiver Of of Access.** ~~The~~ USF ~~System~~ may request a waiver of access
496 to evaluations and letters of recommendation related to admissions, employment applications and
497 receipt of honors. While such a waiver may be requested, requests for waivers do not constitute a
498 pre-condition for admission, financial aid, or any services or benefits. Upon request, students who
499 have waived access to such items can receive a listing of all individuals providing confidential
500 recommendations or evaluations.

501

502 *Authority: Art. IX, Sec. 7, Fla. Constitution; Fla. Board of Governors Regulation 1.001; 1002.225, 1006.52 FS.*

503 *History—New (BOT approval) 4-19-83, Formerly 6C4-2.021, F.A.C., Amended 3-15-92, 1-7-93, Formerly 6C4-*
504 *2.0021, F.A.C., Amended 10-3-12 (Technical), Amended 11-10-15 (Technical).*

505 *Certification: USF certifies that it has followed the Florida Board of Governors Regulation Development Procedure and*
506 *has a record of written notices, comments, summaries and responses as required.*

507

Action Item Coversheet

Amend USF Regulation 2.0021 Student Records

Catherine Mund, University Registrar

Highlights of Proposed Changes and Edits:

- Updates to ensure better alignment with Regulation 2.0021 with the Family Educational Rights and Privacy Act [FERPA] and Sections 1002.225 and 1006.52 of the Florida Statutes, which outline how USF must maintain, release and restrict student education record information. Specifically, the location of records and custodian of the records is narrowed to be more specific.
- Updates to provide a clearer process for student inspection and release of their education records, ensuring that USF provides continuity of the student experience across Office of the Registrar locations and that we coordinate to demonstrate compliance by maintaining one log of external releases.
- Updates to the definition of “directory information” to remove the student’s local and permanent addresses, local and permanent telephones, date and place of birth and most recent previous educational agency of institution attended from USF’s directory information definition. These changes increase privacy of the student record and are in keeping with practices endorsed by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), Title IX regulations and the European Union’s newly enacted General Data Protection Regulation (GDPR).
- Updates to the description of the list of student names and contact information accessible only to members of the University community with Net IDs from a Directory to a Student Contact List to avoid using the word Directory in more than one definition in the Regulation.
- Updates to the description of the Solomon Amendment request process which is the process required by law to provide student record information to recruiters from the U.S. Department of Defense.

Agenda Item: FL 106

USF Board of Trustees
(September 4, 2018)

Issue: USF System Textbook & Instructional Materials Affordability Annual Report

Proposed action: Requires BOT approval and submission to the BOG by September 30, 2018

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 27, 2018
Supporting Documentation Online (please circle): **Yes X** **No**
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**

University of South Florida	Fall 2017 and Spring 2018		
University Submitting Report	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

***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 average 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 median 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.

- Required (Req) Textbooks and Instructional Materials
- Recommended (Rec) Textbooks and Instructional Materials

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 2017, USF TAMPA*

Course	Total Sections	Req/ Rec	Avg. Cost	Variance
IDH3400.001 Soc./Beh. Sciences Honors	7	Req.	\$109.10	\$254.10

Explanation: IDH3400 was an honors course and topics vary substantially among sections.

*There were no instances of wide cost variance for required textbooks for USF St. Petersburg and USF Sarasota in Fall 2017.

WIDE COST VARIANCE ANALYSIS – SPRING 2018, USF TAMPA*

Course	Total Sections	Req/ Rec	Avg. Cost	Variance
ANT2410.004 Cultural Anthropology	11	Req.	\$111.24	\$251.41
IDH3400.006 Soc./Beh. Sciences Honors	7	Req.	\$114.80	\$248.75

Explanations: IDH3400 was an honors course and topics vary substantially among sections. Wide cost variance in ANT2410.004 occurred within a department that allows faculty to independently select textbooks and course materials for their courses.

*There were no instances of wide cost variance for required textbooks for USF St. Petersburg and USF Sarasota in Spring 2018.

- **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 2017 and Spring 2018.

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).

Fall 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
AMS2270	20th Century American Culture	5	44
AMS3700	Racism in American Society	1	25
ANT2000	Introduction to Anthropology	1	70
ART2201C	Concepts and Practices I	6	120
ART2203C	Concepts and Practices II	2	40
BSC2011	Bio II - Biological Diversity	1	50
BSC2085	Anatomy Phys I for Hlth Prof	1	250
BSC2086	Anatomy Phys II for Hlth Prof	1	250
ENC1101	Composition I	9	339
EVR2001	Intro to Environmental Science	2	63
GLY2100	History of Life	3	340
HSC2100	Contemporary Health Science	2	140
HUM1020	Introduction to Humanities	6	461
IDH2010	Acquisition Of Knowledge	20	380
IDH3100	Arts/Humanities Honors	4	76
IDH3350	Natural Sciences Honors	3	57
IDH3400	Soc/Behavioral Sciences Honors	2	34
IDH3600	Seminar In Applied Ethics	1	19
IDH4200	Geographic Perspectives Honors	6	110
LAH2020	Latin American Civilization	1	90
LIN2002	Language, Culture & Film	1	80
LIT2030	Introduction to Poetry	1	25
MUC2301	Intro to Electronic Music	1	240
MUH2051	Folk/Trad Music World Cultures	1	32
MUL2010	Music and Culture	1	25
PHI1600	Introduction To Ethics	1	50
PHI2010	Introduction to Philosophy	2	78
PHI3130	Formal Logic	1	15
POS2041	American National Government	1	30
SYD3700	Racial and Ethnic Relations	1	48
THE2000	Theater and Culture	1	180
THE2252	Great Performances on Film	2	445
WST3015	Intro to Women's Studies	1	150

Spring 2018			
Course Titles Not Requiring or Recommending Purchase of Texts/Instructional Materials			
Course Prefix and Number	Course Title	Number of Sections	Total Max Enrollment
AMS2270	20th Century American Culture	2	24
ANT2000	Introduction to Anthropology	2	80
ART2201C	Concepts and Practices I	5	100
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	20
GLY2100	History of Life	2	347
HSC2100	Contemporary Health Science	1	100
HUM1020	Introduction to Humanities	7	570
HUM2250	The Twentieth Century	1	90
IDH3100	Arts/Humanities Honors	4	76
IDH3350	Natural Sciences Honors	2	38
IDH3400	Soc/Behavioral Sciences Honors	6	114
IDH3600	Seminar In Applied Ethics	3	57
IDH4200	Geographic Perspectives Honors	6	114
LIN2002	Language, Culture & Film	1	80
MUH2020	The History of Blues and Rock	1	250
MUL2010	Music and Culture	2	43
PHI1600	Introduction To Ethics	1	100
PHI2010	Introduction to Philosophy	2	95
PHI2630	Contemporary Moral Issues	2	60
PHI3130	Formal Logic	1	25
SPC2608	Public Speaking	1	23
SYG2000	Introduction to Sociology	2	102
THE2000	Theater and Culture	1	240
THE2252	Great Performances on Film	2	440
WST3015	Intro to Women's Studies	1	150

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?

Since 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 2017: 13 high enrollment courses
- Spring 2018: 19 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:

- **USF Tampa Textbook Affordability Task Force**
In Fall 2017, USF System President Judy Genshaft and Provost Ralph Wilcox formed the USF Tampa Textbook Affordability Task Force to target and provide solutions to the rising cost of textbooks and instructional materials at the University of South Florida while preserving high-quality learning outcomes. The Task Force co-chaired by Dean Moez Limayem, Muma College of Business, and Dean Todd Chavez, USF Libraries, includes representatives from many of the larger colleges and departments, as well as the St. Petersburg and Sarasota campuses, and has focused on strategies to drive reductions in textbook costs through fostering faculty engagement, creating new guidelines for textbook adoptions, and/or altering existing textbook affordability policies.

The Task Force initiated a faculty awareness campaign to expand faculty members' understanding of textbook affordability issues. Their efforts included an enhanced TAP website, a Fall 2018 "TAP-In, TAP-Out" campaign, departmental level reviews of adopted instructional materials, presentations to University leadership; and a collection of information about policies, guidelines, and best practices for faculty to reference during textbook adoptions.

- **Textbook Affordability Project (TAP) Website (<http://tap.usf.edu>)**
The TAP website has been a resource at USF regarding textbook affordability since 2011, but in 2017 it became the official USF source for student support on these issues. In January 2018, the USF Libraries hired a web content administrator to redesign and enhance the TAP website in order to maintain an up-to-date 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 website serves as a central access point for all of USF's textbook affordability programs, such as the TAP Toolbox, Ebooks in the Classroom+ database, Course Reserves, and Open Access Textbooks. The integrated social media functionality engages faculty and students seeking solutions to textbook affordability.
- **TAP-In, TAP-Out Campaign**
In Fall 2018, the USF Libraries are conducting the "TAP-In, TAP-Out" awareness campaign aimed at three audiences who make textbook adoptions: individual faculty, department coordinators, and department chairs. The purpose is to inform these stakeholders regarding textbook affordability policies, guidelines, best practices, open access textbook repositories, and to complete a checklist to ensure understanding of the issues.
- **TAP Department-Level Reviews**
The TAP program was expanded through the hire of three new team members engaged to assist departments and their library liaisons navigate textbook affordability options. These textbook affordability experts are currently conducting a line-by-line review of all undergraduate textbook adoptions from AY2017-18 in order to make cost-reducing recommendations for the upcoming Spring 2018 semester.
- **Presentations to University Leadership & Faculty**
Extensive efforts to raise awareness of textbook affordability issues are underway. In addition to the following highlights they include numerous meetings with academic departments, individual faculty, and departmental textbook coordinators.

- **Textbook Affordability Days**

USF held a two-day Textbook Affordability Days Event January 24-25, 2018 at the USF Tampa Library which hosted a series of events about textbook affordability. Faculty system-wide were invited to attend the events and workshops to learn more about how they could help save students money on their textbooks. The schedule of events and information presented included:

 - Opening Address: Textbook Affordability at USF
 - EBSCO Curriculum Builder Workshop
 - Springer Nature Lunch and Learn
 - Evolution of an Open Courseware in a STEM Course
 - Transitioning to No Cost Textbooks and Materials: Why, How, and When?
 - Ebooks for the Classroom+
 - Springer Nature Workshop
 - Open Textbook Network Faculty Workshop
 - EBSCO Curriculum Builder Lunch and Learn
 - Open Textbook Authors Panel
 - Open Textbook Network Partner Workshop
 - Open Textbook Network Forum for Campus Leadership*
- The Open Textbook Network Forum for Campus Leadership was a mandatory event for Deans and Department Chairs, providing University leadership the opportunity to meet with University of Minnesota's Open Textbook Network experts Dean Tanya Grosz and Josh Bolick. The session introduced the concept of open textbooks, their benefits, how they support textbook affordability, and were open to answering questions from the audience.
- **Council of Deans Retreat**

In June 2018, Dean Todd Chavez, USF Libraries, reported on textbook affordability at the USF Council of Deans Retreat. The presentation covered the current status of textbook affordability at USF, a request for departments to identify a departmental textbook coordinator to work with TAP on compliance and reducing costs, an advertisement of the TAP departmental reviews that would be assisting them for Spring 2019, strategies to improve affordability, and OER and library-licensed content.
- **Policies, Guidelines, and Best Practices**

The Task Force directed TAP to provide policies, guidelines, and best practices for the textbook and instructional material selection process. This information was designed to help faculty drive down the cost of textbooks while preserving the academic quality of their teaching. The TAP website

contains information and tools to assist faculty in this effort through the TAP Toolbox explained below.

- **TAP Toolbox**

The Task Force provided recommendations for the TAP website in the form of a “TAP Toolbox,” a place where faculty could access simple and effective tactics, strategies, and best practices for adopting affordable textbooks.

In Spring 2018, the TAP Toolbox was added to the TAP website which provides essential textbook affordability information to USF Faculty and fosters awareness about the issues. It provides a general overview of the current textbook affordability issues; a guide of best practices for faculty to follow in order to make the highest impact; a checklist of required steps for deans, department chairs/textbook coordinators, and instructors to complete; a guide to affordable ebooks; textbook cost data with “report cards,” including cost per credit hour, at the department-level to clarify the textbook environment at USF; a glossary of technical terms used frequently; and a collection of Florida statutes, Board of Governors regulations, and USF regulations regarding textbook affordability.

- **TAP Champions**

The Task Force recognized several instructors as “TAP Champions” and emphasized their efforts in textbook affordability, showcasing their varying methods used to save students on textbook costs.

- **Textbook Affordability Report Cards**

The Task Force directed TAP to create college-based “Textbook Affordability Report Cards” to capture data, track changes, and to drive improvement in textbook cost reduction with the goal of being below the national average of 40.83 per credit hour.

Each semester since Fall 2017, TAP has created a series of report cards to track the departmental textbook cost ranges, showing the minimum, maximum, and median cost ranges. In addition, these reports show the cost per credit hour at the university, college, and department levels. These reports are shared with department chairs in order to help them tackle rising textbook costs by providing information tailored specifically to their departments. The publicly available information can be located on the TAP website, but the detailed report for department chairs is located behind the access-restricted Faculty Toolbox on Canvas.

- **General Education Council**
USF Libraries Dean, Todd Chavez, worked with the General Education Council to recommend a textbook affordability requirement and language to be added to general education course proposals.
- **University and Bookstore Partnership**
The Task Force was instrumental in advising USF leadership on textbook affordability opportunities in regards to the ongoing business partnership between the University and the bookstore operator. Follett was selected as the new bookstore for USF to facilitate and support textbook affordability initiatives.
- **USF Library Initiatives**
 - **Etextbook Pilots**
The USF Libraries have worked with USF departments and faculty to implement etextbook pilots for specific courses. We are currently working with major textbook publishers to promote inclusive access discount programs for textbooks adopted by USF faculty for their courses. Students will access the etextbook in Canvas and be billed through their student account. Etextbook pricing leads to significant reduction in costs and we are working to ensure long term access to the etextbook beyond graduation.
 - **IncludeEd / Advantage Pricing**
USF is currently negotiating Follett and publishers (Cengage, Pearson, McGraw-Hill, and Wiley) to form a partnership with the goal of bringing digital content to students at the lowest prices nationally. Not only is the content affordable, it simplifies the use of varying digital platforms by using a single sign-on through Canvas, providing access anywhere with internet connection, while also allowing the student the option to purchase a reduced-cost print version. The IncludEd partnership will give students the first two weeks of the semester to opt-in to the program and take advantage of the low, negotiated etextbook prices. After the two weeks are expired, the etextbook will return to its normal price.
 - **Ebooks for the Classroom+ (<http://ebplus.lib.usf.edu>)**
Initially 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. Materials purchased by this program are accessible throughout the USF System. In April 2017, this program was incorporated into the Ebooks for the Classroom+ tool, recently updated and enhanced for content and usability. This

database provides access to over 500,000 ebooks and allows faculty to easily select a library-supplied ebook with little to no restrictions on use (printing, downloading, simultaneous usage) 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.

EBOOKS FOR THE CLASSROOM SAVINGS BY SEMESTER

Course Semester	Library Cost	Enrollment	Cost Benefit
Fall 2017	\$8,693.05	2,824	\$145,401.66
Spring 2018	\$3,161.03	2,128	\$108,381.14
	\$11,854.08	4,952	\$253,782.80

* Costs do not include previously owned titles or EBA.

EBOOKS FOR THE CLASSROOM TOTAL SAVINGS

Inception to	Library Cost	Enrollment	Cost Benefit
June 30, 2018	\$153,978.39	29,881	\$2,088,234.20

* Costs do not include previously owned titles or EBA.

o **Print Textbooks on Course Reserve**

Each year, the USF Libraries expend over \$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 made available for students to check out for three-hour loans. TAP reserve items circulated 17,652 times in Fall 2017 and 19,621 times in Spring 2018. In Fall 2017, the TAP project held textbooks on reserve for 1,266 course sections across 406 unique courses with cumulative enrollments of 57,577. In Spring 2018, the TAP project held textbooks on reserve for 1,120 course sections across 377 unique courses with cumulative enrollments of 45,991. As of Summer 2018, the value of the collection is \$186,552.

PRINT TEXTBOOKS ON COURSE RESERVE

	Circulations Per Semester	Unique Courses	Course Sections	Course Enrollments
Fall 2017	17,652	406	1,266	57,577
Spring 2018	19,621	377	1,120	45,991

o **ARES & Copyright Clearance Center Licensing**

The USF Libraries continue to fund and maintain ARES, an online course reserve system used to aid faculty in placing instructional materials on reserve in lieu of textbooks. In conjunction with securing permissions through the Copyright Clearance Center,

these efforts lead more faculty to use online course reserve and to make more content available to students.

USF students can save more than \$130,000 each semester by obtaining the content directly from the USF Libraries. If they use commercial options, our students pay the copyright fees associated with the copying of the content. There are no such fees for access through the USF Libraries as we license this content on behalf of our faculty, staff, and students.

- **Curriculum Builder**

The USF Libraries has adopted the Curriculum Builder tool that supports faculty in the creation of reading lists within Canvas, with a click of a link. This tool utilizes library-licensed content for affordable curriculum enhancements.

- **Open Access Textbook Initiatives**

- **Textbook Affordability Days Event**

USF held a two-day Textbook Affordability Days Event January 24-25, 2018 featuring Open Textbook Network Workshops held for faculty, faculty adoption support staff, and campus leadership on adopting open access textbooks. Of the 36 faculty attending the workshop, 58% (21) of faculty reviewed an open access textbook. Of those 21 faculty who reviewed open access textbooks, 11 (52%) indicated they intended to adopt an open access textbook for their course, and another 12 were considering adopting. Overall 68% of faculty who attended the workshop are now adopting or are considering adopting an open access textbook.

The Department of Chemistry at the Tampa Campus attended the event and has since adopted open access textbooks for their CHM2045 and CHM2046 general education courses going into the Fall 2018 semester. Compared to their previous required textbook priced at \$322.50, the new open access OpenStax adoption reduces the cost of the courses greatly. With a total possible enrollment of 3,030 students among 12 course sections, the savings for the students is estimated to be \$977,175 in Fall 2018.

- **USF Scholar Commons**

By definition, the USF Libraries' open access textbook collection is available at no cost to the global academic community. At present, the USF Libraries host 12 open access textbooks on our institutional repository, Scholar Commons, where there are over 701,251

downloads of this content. Of those open access textbooks, 7 were authored by USF faculty. One title, *Social Science Research: Principles, Methods, and Practices*, by Dr. Anol Bhattacharjee is the most downloaded publication on Scholar Commons with 565,948 downloads to date.

○ **Open Textbook Network (OTN)**

USF is a member of OTN, along with over 379 colleges and universities. The focus of OTN is on developing expertise on campuses and encouraging faculty to adopt, adapt, and create OER while protecting academic freedom. In January of 2018, OTN trainers conducted workshops for USF faculty, department chairs, and deans to raise awareness of the value of open access content.

○ **Intellus Learning**

The USF Libraries acquired a license for Intellus, a tool that will be integrated in Canvas and is designed to help faculty adopt open access content and library content in lieu of expensive textbooks.

○ **USF Libraries and Innovative Education's Open Access Publishing Partnership**

Since the success with Dr. Schneider's open access textbook, the USF Libraries and Innovative Education continue to partner with College of Engineering professor Dr. Kingsley Reeves to facilitate the publication of another open access textbook. Using a non-traditional approach, this probability and statistics textbook for engineers employs significant, original multi-media content to engage a new generation of learners.

○ **Open Access Titles in Use at USF**

FALL 2017

Course Section	Course Title	Open Textbook Title	Max Enrl	Student Savings
ECH4846.001	Numerical Methods in Chem Engr	Numerical Methods with Applications	96	\$13,443.84
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				\$21,426.12

SPRING 2018

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
Total Savings				\$12,603.60

TOTAL SAVINGS* \$34,029.72

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

USF St. Petersburg:

- **Textbooks on Reserve**

The textbook on reserve collection continues to grow in size thanks to additional library purchases, faculty donations, and the new “pay it forward” program that allows students to donate their used books to the library for use by future students. Faculty have commented that they are getting requests from students asking if their book will be on reserve at the library.

Potential savings were calculated using the lowest bookstore price multiplied by the number of checkouts

Semester	Library Reserves	Instructor Reserves	Reserves Total
Summer 2017	\$17,200	\$1,655	\$18,855
Fall 2017	\$87,597	\$28,157	\$115,754
Spring 2018	\$84,139	\$22,383	\$106,522
All Semesters Total	\$188,936	\$52,195	\$241,131

- **Enhanced Marketing to Educate All USFSP Faculty**

Although most teaching faculty are aware of student concerns over textbook costs, many are not aware of various ways to reduce costs while still maintaining the quality of their course. While complete course overhauls take time, there are many easy strategies that faculty can take to reduce costs quickly such as: adopting online materials that are institutionally licensed by the library, taking advantage of fair use rights, locating existing free resources, and adding materials to the library course reserve collection.

A variety of mechanisms were used to market these quick, cost reduction strategies to faculty. Emails and flyers were distributed to all USFSP

faculty and the project was mentioned at the spring all-faculty meeting. To allow more time for questions, librarians as well as members of the USFSP Textbook Affordability Task Force met with individuals and small groups and also gave brief presentations at departmental and college meetings. The library also offered three, one-hour open workshops for faculty to disseminate information and allow for discussion.

- **Spring 2018 Faculty Textbook Initiative**

Though beneficial to students, the possibility of changing textbooks to a more affordable option has a significant impact on faculty. Locating, evaluating, and selecting new materials can be tremendously time-consuming. Once new resources are selected, additional effort may be needed to update lectures, assignments, and exams.

In acknowledgment of the time and effort needed for this important task, the library, CITL, and OLITS funded an incentive program for faculty. For \$1,000, faculty were asked to attend a series of 6 workshops, work to reduce the cost of materials for their courses, implement the changes by Fall 2018, and participate in a survey to assess the impact of the initiative.

At the conclusion of the program, 20 faculty had worked on 27 courses which will affect an estimated 3,656 students in the next academic year. Fifty-nine percent (16) of the courses are now listed as “no textbook required” for 893 students. Although unable to limit costs completely, three other professors were able to lower the total cost of course materials for their courses. All of these courses will move to institutionally licensed or free online course materials for a potential savings of \$157,612 per year for required texts and \$178,371 if the cost of faculty recommended texts is also included.

	Summer 2017 to Spring 2018	Summer 2018 to Spring 2019	Potential Savings to Date
Library and Faculty Reserve Collections	\$241,131	TBD	\$241,131
Faculty Textbook Affordability Initiative (Required and Recommended)	N/A	\$178,371	\$178,371
Total	\$241,131	\$178,371	\$419,502

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. In addition, a list of high enrollment courses is being created to guide the purchase of more textbooks for inclusion in the Information Commons.

USF Bookstore:

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

- Barnes & Noble worked on the First Day program for etextbooks and adaptive learning technology for a Fall 2017 launch. The goal of this program was to reduce the average cost of textbooks and increase savings for students. For the pilot courses, students who enrolled in the program saved 23% off the USF Bookstore price.
- Due to the transitioning of bookstore management from Barnes & Noble to Follett, more detailed savings were not available.

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	Course Requests with Savings	Average Savings per Course Section
Fall	2016	\$7,799.92	\$169,668.51	88	\$1,928.05
Fall	2017	\$8,693.05	\$145,401.66	88	\$1,652.29
Fall	2016-17	\$16,492.97	\$315,070.17	176	\$1,790.17

* Costs do not include previously owned titles or EBA.

Semester	Year	Library Costs*	Cost Benefit	Course Requests with Savings	Average Savings per Course Section
Spring	2017	\$8,311.56	\$110,279.53	50	\$2,205.59
Spring	2018	\$3,161.03	\$108,381.14	70	\$1,548.30
Spring	2017-18	\$11,472.59	\$218,660.67	120	\$1,822.17

* Costs do not include previously owned titles or EBA.

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 Follett). 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 maintained its aggressive practice of reminding faculty members about their submission obligation; the practice adopted since Fall 2017 is to ensure 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 Courses
Fall 2017	97.3%	5,863	6,024
Spring 2018	97.2%	5,690	5,852

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 Courses
Fall 2017	2.7%	161	6,024
Spring 2018	2.8%	162	5,852

Fall 2017 Explanations	Number of Course Sections
Full-time faculty member late in submitting	12
Adjunct faculty member late in submitting	10
Teacher’s assistant or faculty advisor late in submitting	3
Complications associated with course being cross-listed	5
Department/School did not have a faculty member assigned to course	14
Instructor late in submitting, but had mitigating circumstances	29
Instructor submitted on time, but bookstore did not post by deadline	12

Textbook order was modified after the posting deadline	76
Total	161

	Number of Course Sections
Spring 2018 Explanations	
Full-time faculty member late in submitting	17
Adjunct faculty member late in submitting	12
Teacher's assistant or faculty advisor late in submitting	0
Complications associated with course being cross-listed	9
Department/School did not have a faculty member assigned to course	8
Instructor late in submitting, but had mitigating circumstances	19
Instructor submitted on time, but bookstore did not post by deadline	25
Textbook order was modified after the posting deadline	72
Total	162

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.

Appendices

Appendix 1: Edition Changes

In the following pages, edition changes for textbooks and instructional materials used in a) Fall 2016 and Fall 2017 and b) Spring 2017 and Spring 2018 are documented and explained using a series of codes. Page 1 provides an overview of all responses; successive pages supply additional detail at the course section level.

Appendix 2: Cost Variance by Course Section

The methodology for calculating wide cost variance is outlined on page 1 of this report. The data are organized by campus/semester/required materials/recommended materials.

Fall 2016-2017 Edition Changes				
Code	Explanation	Department Responses	*TAP Responses	All Responses
E-1	Previous editions are no longer available through the bookstore	27	18	45
E-2	New edition is less expensive than the previous editions	16	6	22
E-3	New edition contains updated content critical to student learning outcomes	91	22	113
E-4	New edition contains pedagogical enhancements to improve learning	18	2	20
E-5	New edition can be resold by the student to lower costs	2	0	2
E-6	Other (must explain)	19	2	21
TOTALS		173	50	223

*TAP Responses are informed explanations from a specialist with 20 years of bookstore and publisher experience.

Spring 2017-2018 Edition Changes				
Code	Explanation	Department Responses	*TAP Responses	All Responses
E-1	Previous editions are no longer available through the bookstore	30	30	60
E-2	New edition is less expensive than the previous editions	20	3	23
E-3	New edition contains updated content critical to student learning outcomes	98	6	104
E-4	New edition contains pedagogical enhancements to improve learning	16	0	16
E-5	New edition can be resold by the student to lower costs	3	0	3
E-6	Other (must explain)	82	2	84
TOTALS		249	41	290

*TAP Responses are informed explanations from a specialist with 20 years of bookstore and publisher experience.

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FALL 2016-2017 Edition Changes							
Campus	College	Department	Course Section	Instructor	Code	TAP Response	(E6) Notes
Sarasota	BM	ACC	ACG2021.591	Carlson	E3		
Sarasota	BM	ACC	ACG2071.521	Carlson	E3		
Sarasota	BM	ACC	ACG2071.591	Carlson	E3		
Sarasota	BM	ACC	ACG3113.521	Toth	E3		
Sarasota	BM	ACC	TAX4001.521	Vance	E3		
Sarasota	BM	ACC	TAX5015.521	Vance	E3		
Sarasota	BM	EIT	COP2030.522	Lodwig	E3		
Sarasota	BM	FIN	FIN6465.521	Pencek	E3		
Sarasota	BM	GBA	GEB4890.521	Kabongo	E3		
Sarasota	BM	GBA	GEB4890.591	Kabongo	E3		
Sarasota	BM	MAN	MAN4600.521	Darnell	E2		
Sarasota	BM	MKT	MAR3823.521	Edwards	E1		
Sarasota	HM	HRM	HFT3003.521	Barron	E3		
Sarasota	HM	HRM	HFT3894.592	Cobanoglu	E3		
Sarasota	LM	ANT	ANT2410.521	Warner	E3	x	
Sarasota	LM	CJP	CCJ4613.521	Ackerman	E3	x	
Sarasota	LM	ENG	LIT2000.521	Smith	E4		
Sarasota	LM	HTY	HIS4104.591	Perry	E3		
Sarasota	LM	SOC	SYO3120.521	Voelkl	E3		
Sarasota	MM	CHM	CHM2045.521	Caswell	E1		
Sarasota	MM	CSD	SPA3004.521	Luque	E4		
Sarasota	MM	CSD	SPA3310.523	Fulton	E4		
Sarasota	MM	PSY	CLP4143.591	Fisher	E2		
St. Petersburg	AP	ANT	ANT2000.601	Arthur	E1	x	
St. Petersburg	AP	ART	ARH2000.601	Paris	E1		
St. Petersburg	AP	ART	ARH2000.602	Paris	E1		
St. Petersburg	AP	BIO	MCB3020L.602	Howard	E3		
St. Petersburg	AP	COM	JOU2100.603	Keeler	E3		
St. Petersburg	AP	ENG	LIT2000.603	Farmen	E3		
St. Petersburg	AP	GPY	GEO2200.601	Meindl	E4		
St. Petersburg	AP	GPY	GEO4284.601	Meindl	E2		
St. Petersburg	AP	GPY	GEO4284.601	Meindl	E2		
St. Petersburg	AP	ISS	ISS3010.601	Gaskin-Butler	E1	x	
St. Petersburg	AP	MTH	MAC1147.606	Paris	E3		
St. Petersburg	AP	PSY	PSY3204.601	Owens	E4	x	
St. Petersburg	AP	PSY	PSY3204.791	Pezzo	E4	x	
St. Petersburg	BP	ACC	ACG2071.791	Price	E1	x	
St. Petersburg	BP	ACC	BUL3320.601	Stowell	E1	x	
St. Petersburg	BP	ACC	BUL3320.691	Stowell	E1	x	

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St. Petersburg	BP	ACC	BUL3321.691	Bogue	E1	x	
St. Petersburg	BP	MBA	ISM6930.793	Reichgelt	E3		
St. Petersburg	BP	MBA	MAN6782.795	Marlin	E4		
St. Petersburg	EP	EDE	LAE4464.792	Lanham	E2	x	
St. Petersburg	EP	EDE	LAE4464.792	Lanham	E2	x	
St. Petersburg	EP	EDS	EDS6050.792	Hartman	E2	x	
St. Petersburg	EP	EDT	LAE6637.691	Malinowska Jolley	E3	x	
St. Petersburg	EP	SPE	SPC2608.601	Spinka	E3	x	
St. Petersburg	EP	SPE	SPC2608.602	Spinka	E3	x	
St. Petersburg	EP	SPE	SPC2608.603	Spinka	E3	x	
St. Petersburg	EP	SPE	SPC2608.691	Spinka	E3	x	
Tampa	AS	ANT	ANT2410.010	Rahman	E3		
Tampa	AS	ANT	ANT3101.002	Taylor	E3		
Tampa	AS	ANT	ANT3101.003	Taylor	E3		
Tampa	AS	ANT	ANT3101.005	Wallman	E3		
Tampa	AS	BCM	MCB3020.003	Sikorski	E3		
Tampa	AS	BCM	MCB4503.001	Burkhardt	E3		
Tampa	AS	BCM	PCB3063L.001	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.002	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.003	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.004	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.005	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.006	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.007	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.008	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.009	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.010	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.011	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.012	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.013	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.014	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.901	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.902	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.903	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.904	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	CHM	CHM2045.003	Zhang	E2		
Tampa	AS	CHM	CHM2046.901	Figuroa	E3	x	
Tampa	AS	CHM	CHM6235.001	Bisht	E1	x	
Tampa	AS	COM	ADV4310.001	Ritter	E3		
Tampa	AS	COM	PUR3500.002	Walker	E3		
Tampa	AS	COM	RTV3301.003	Abrahamsen	E1		

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Tampa	AS	ECN	ECO3203.001	Loewy	E3		
Tampa	AS	ECN	ECO3703.001	Herander	E3		
Tampa	AS	ECN	ECO4704.001	Criss	E3		
Tampa	AS	ECN	ECO6425.001	Picone	E3		
Tampa	AS	ECN	ECP3203.901	Martinez	E5		
Tampa	AS	ECN	ECP3302.001	Criss	E3		
Tampa	AS	ENG	ENC3250.004	Metzger	E4		
Tampa	AS	ENG	ENC3250.006	Metzger	E4		
Tampa	AS	HCS	AMS4804.901	Snyder	E1	x	
Tampa	AS	HCS	HUM1020.004	Rinck	E2	x	
Tampa	AS	IGS	INR3011.001	Solomon	E3		
Tampa	AS	IGS	INR3011.002	Solomon	E3		
Tampa	AS	IGS	INR3011.003	Solomon	E3		
Tampa	AS	IGS	INR3011.004	Solomon	E3		
Tampa	AS	IGS	INR3011.005	Solomon	E3		
Tampa	AS	IGS	INR3011.006	Solomon	E3		
Tampa	AS	IGS	INR3038.001	Fry	E2		
Tampa	AS	IGS	POS4614.003	Morehouse	E3	x	
Tampa	AS	ISS	ISS3010.501	Contessa	E1	x	
Tampa	AS	LIS	LIS4930.727	Walczak	E3		
Tampa	AS	LIS	LIS5937.724	Yoon	E4		
Tampa	AS	MTH	MAC1105.799	Hopf	E3		
Tampa	AS	MTH	MAC1147.799	Hopf	E3		
Tampa	AS	MTH	MAP2302.003	Danielyan	E3		
Tampa	AS	MTH	MAP2302.004	Manougian	E3		
Tampa	AS	MTH	MAP2302.006	Kartsatos	E3		
Tampa	AS	PHI	PHI3633.009	Morris	E1	x	
Tampa	AS	PSY	CLP4143.001	Rancourt	E4		
Tampa	AS	PSY	CLP4143.002	Bornovalova	E3		
Tampa	AS	PSY	PPE4003.003	Goldenberg	E3		
Tampa	AS	PSY	PSB3444.003	Hoffman	E3		
Tampa	AS	PSY	PSY3204.019	Talboy	E1		
Tampa	AS	PSY	PSY6946.001	Darkes	E1		
Tampa	AS	SGS	EVR6937.905	Buckman	E3		
Tampa	AS	SPE	COM4022.001	Basu	E3		
Tampa	AS	SPE	SPC3710.001	James	E3		
Tampa	AS	SPF	PAD3003.001	Verrill	E3		
Tampa	AS	WLE	RUT3110.001	Peppard	E4		
Tampa	BA	ACC	ACG3113.001	Lively	E3		
Tampa	BA	ACC	ACG3113.002	Lively	E3		
Tampa	BA	ACC	ACG3113.901	Lively	E3		

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Tampa	BA	ACC	ACG3401.002	Davis	E4		
Tampa	BA	ACC	ACG3401.002	Davis	E1		
Tampa	BA	ACC	ACG3401.901	Davis	E4		
Tampa	BA	ACC	ACG3401.901	Davis	E1		
Tampa	BA	ACC	ACG4123.001	Smith	E3		
Tampa	BA	ACC	ACG4123.901	Smith	E3		
Tampa	BA	ACC	TAX6134.901	Laursen	E3		
Tampa	BA	FIN	FIN3403.020	Smersh	E1		
Tampa	BA	FIN	FIN3604.001	Park	E2		
Tampa	BA	FIN	FIN3604.901	Hunter	E2		
Tampa	BA	FIN	FIN4461.001	Antia	E2		
Tampa	BA	FIN	FIN4461.901	Antia	E2		
Tampa	BA	FIN	FIN6465.901	Antia	E2		
Tampa	BA	FIN	FIN6466.020	Syvrud	E1		
Tampa	BA	FIN	FIN6466.040	Antia	E2		
Tampa	BA	FIN	FIN6515.901	Xuan	E2		
Tampa	BA	MBA	GEB6445.030	Hanna	E6		Not new edition, custom package
Tampa	BA	MKT	ENT3003.020	Budd	E4		
Tampa	BA	MKT	ENT3003.021	Budd	E4		
Tampa	BA	MKT	GEB6445.001	Hanna	E3		
Tampa	BA	MKT	GEB6445.901	Hanna	E3		
Tampa	BA	MKT	MAR3023.901	Osborne	E4		
Tampa	BA	MKT	MAR3400.020	Panzer	E4		
Tampa	BA	MKT	MAR4156.001	Solomon	E2		
Tampa	BA	QMB	ISM3011.020	Warner	E3	x	
Tampa	BA	QMB	ISM3011.920	Warner	E3	x	
Tampa	BA	QMB	QMB3200.001	Sincich	E3	x	
Tampa	BA	QMB	QMB3200.002	Sincich	E3	x	
Tampa	BA	QMB	QMB3200.003	Sincich	E3	x	
Tampa	BA	QMB	QMB3200.004	Sincich	E3	x	
Tampa	BA	QMB	QMB3200.099	Sincich	E3	x	
Tampa	BA	QMB	QMB3200.901	Sincich	E3	x	
Tampa	BA	QMB	QMB3253.001	Dummeldinger	E3	x	
Tampa	BC	CFS	RCS6440.901	Smith	E3		
Tampa	BC	CFS	RCS6510.001	Seeger	E5		
Tampa	BC	CFS	RCS6825.902	Depippo	E3		
Tampa	BC	CJP	CCJ4604.799	Moore	E3		
Tampa	BC	CJP	CCJ4933.798	Powers	E3		
Tampa	BC	CJP	CCJ4934.799	Boeringer	E3		
Tampa	BC	CJP	CCJ6118.001	Cochran	E4		
Tampa	BC	CJP	CCJ6936.001	Bromley	E3		

Board of Trustees Meeting - New Business - Consent agenda

Tampa	BC	CSD	SPA3030.003	Krause	E2		
Tampa	BC	GEY	DEP2004.700	McEvoy	E1		
Tampa	ED	EDB	EDA7193.902	Karanhxa	E3		
Tampa	ED	EDJ	PEN2136.001	Dent	E1		
Tampa	ED	EDJ	PEN2136.002	Dent	E1		
Tampa	ED	EDK	EME6055.798	Park	E3	x	
Tampa	ED	EDO	MAE6356.001	Sears	E4		
Tampa	ED	EDQ	EDF6432.798	Chen	E3	x	
Tampa	ED	EDS	EGI6415.700	Shaunessy	E3		
Tampa	ED	EDX	TSL4080.001	Hadid	E1	x	
Tampa	ED	EDX	TSL4080.002	Ross	E1	x	
Tampa	ED	EDX	TSL4080.799	Hadid	E1	x	
Tampa	ED	EDX	TSL5086.799	Zoran	E1	x	
Tampa	ED	EEP	EDF6211.001	Lopez	E6	x	Consumable access code - cannot be resold or shared
Tampa	EN	ECH	BME4409.001	Passaglia	E1	x	
Tampa	EN	EGE	EEE3394.901	Ferekides	E2		
Tampa	EN	EGE	EGN3000L.007	Jeong	E3		
Tampa	EN	EGE	EGN3373.001	Fehr	E3		
Tampa	EN	EGE	EGN3373.002	Fehr	E3		
Tampa	EN	EGE	EGN3373.003	Fehr	E3		
Tampa	EN	EGE	EGN3373.004	Fehr	E3		
Tampa	EN	EGE	EGN3373.005	Fehr	E3		
Tampa	EN	EGE	EGN3373.006	Fehr	E3		
Tampa	EN	EGR	EGN3000L.014	Besterfield	E1		
Tampa	EN	EGR	EGN3000L.015	Besterfield	E1		
Tampa	EN	EGS	EIN6386.701	Schnitzler	E3		
Tampa	EN	EGS	EIN6386.901	Schnitzler	E3		
Tampa	EN	EGS	ESI4244.001	Das	E3		
Tampa	EN	EGS	ESI4244.701	Das	E3		
Tampa	EN	EGX	EGN3331.001	Stokes	E1	x	
Tampa	EN	EGX	EGN4454.002	Trout	E1	x	
Tampa	EN	EGX	TTE4004.001	Kourtellis	E2	x	
Tampa	EN	ESB	CAP5771.001	Hall	E1		
Tampa	EN	ESB	CGS2060.001	Korzhova	E1		
Tampa	EN	ESB	CIS4250.002	Jeanty	E1		
Tampa	EN	ESB	CIS4253.701	Harding	E1		
Tampa	EN	ESB	EGN3000L.011	Jeanty	E1		
Tampa	EN	ESB	EGN3000L.012	Jeanty	E1		
Tampa	FA	ART	ARH4475C.001	Moore	E3		
Tampa	FA	MUS	MUS2201.001	Rain	E1		
Tampa	FA	MUS	MUT2116.001	Cheng	E1		

Board of Trustees Meeting - New Business - Consent agenda

Tampa-Health	MD	ATH	ATR5217C.001	Del Rossi	E3		
Tampa-Health	MD	MSG	GMS7930.020	Mclean	E3		
Tampa-Health	NR	NUR	NGR6718.050	Redding	E3		
Tampa-Health	NR	NUR	NGR6718.050	Redding	E3		
Tampa-Health	NR	NUR	NGR6947.001	Messer	E3		
Tampa-Health	NR	NUR	NGR6947.001	Messer	E3		
Tampa-Health	NR	NUR	NGR6947.001	Messer	E3		
Tampa-Health	NR	NUR	NGR6947.001	Messer	E3		
Tampa-Health	NR	NUR	NUR3145.001	Zambroski	E3		
Tampa-Health	NR	NUR	NUR3678.050	Perl	E1		
Tampa-Health	NR	NUR	NUR4128.050	Duffy	E3		
Tampa-Health	NR	NUR	NUR4128.051	Pavlock	E3		
Tampa-Health	NR	NUR	NUR4128.052	Pavlock	E3		
Tampa-Health	NR	NUR	NUR4636.001	Lutz	E6	x	Consumable access code - cannot be resold or shared
Tampa-Health	NR	NUR	NUR4828C.050	Czerwinski	E1		
Tampa-Health	NR	NUR	NUR4828C.052	Neavins	E1		
Tampa-Health	PH	CFH	PHC6505.001	Liller	E3	x	
Tampa-Health	PH	CFH	PHC6934.329	Levin	E1	x	
Tampa-Health	PH	EOH	PHC6360.001	Rentos	E3	x	
Tampa-Health	PH	EPB	PHC4030.310	Sanchez-Anguiano	E2	x	

*TAP Responses are informed explanations from a specialist with bookstore and publisher experience.

Spring 2017-2018 Edition Changes							
Campus	College	Department	Course Section	Instructor	Code	TAP Response	(E6) Notes
Sarasota	BM	ACC	ACG2071.591	Carlson	E3		
Sarasota	BM	ACC	TAX4001.521	Vance	E3		
Sarasota	BM	EIT	CIS3360.521	Rasmussen	E3		
Sarasota	BM	EIT	COP3259.521	Roy	E3		
Sarasota	BM	FIN	FIN4414.521	Chang	E1		
Sarasota	BM	MAN	MAN3025.524	Darnell	E2		
Sarasota	BM	MAN	MAN4600.521	Darnell	E2		
Sarasota	BM	MKT	MAR3400.521	Cowart	E3		
Sarasota	HM	HRM	HFT3423.591	Berezina	E3		
Sarasota	HM	HRM	HFT3603.521	Barron	E3		
Sarasota	LM	ANT	ANT2000.521	Warner	E1	x	
Sarasota	LM	CJP	GIS3006.521	Deryol	E1		
Sarasota	LM	ECN	ECO2013.521	Snipes	E4		
Sarasota	LM	ECN	ECO2023.522	Snipes	E4		
Sarasota	LM	ENG	LIT2000.521	Smith	E4		
Sarasota	LM	ISS	ISS3311.521	Hao	E3		
Sarasota	MM	BIO	MCB3020.521	Sherwood	E3		
Sarasota	MM	BIO	PCB4679.521	Santamaria	E2		
Sarasota	MM	CHM	CHM2046.521	Caswell	E1		
Sarasota	MM	CHM	CHM2046.522	Caswell	E1		
St. Petersburg	AP	CJP	CCJ3117.601	Cecil	E3	x	
St. Petersburg	AP	ENG	ENC3250.798	Ulrich	E2		
St. Petersburg	AP	ENG	ENL3251.691	Bandyopadhyay	E3		
St. Petersburg	AP	ESP	EVR6937.691	Mbatu	E1	x	
St. Petersburg	AP	ESP	PUP4203.601	Mbatu	E1	x	
St. Petersburg	AP	GPY	GEO3352.601	Meindl	E2		
St. Petersburg	AP	MTH	MAC1147.602	Nallamshetty	E3		
St. Petersburg	AP	PHY	PHY2053.601	Hardy	E3		
St. Petersburg	AP	PSY	CLP4433.601	Rote	E1	x	
St. Petersburg	AP	PSY	DEP4053.601	Rote	E6	x	Consumable access code - cannot be resold or shared.
St. Petersburg	BP	ACC	ACG2071.791	Price	E3		
St. Petersburg	BP	ACC	ACG6686.691	Pacini	E3		
St. Petersburg	BP	ACC	ACG6686.691	Pacini	E3		
St. Petersburg	BP	ACC	BUL3320.601	Stowell	E3		
St. Petersburg	BP	ACC	BUL3320.692	Bogue	E3		
St. Petersburg	BP	ACC	BUL3320.791	Stowell	E3		
St. Petersburg	BP	ECN	ECP3201.601	Harris Barancik	E1		
St. Petersburg	BP	FIN	FIN4414.691	Schoenbeck	E3		
St. Petersburg	BP	MAN	MAN4600.601	Segrest	E4		
St. Petersburg	BP	MBA	FIN6465.791	Caban	E3		

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St. Petersburg	BP	MBA	MAN6766.790	Gold	E3		
St. Petersburg	BP	MKT	MAR4824.691	Lockett	E1	x	
St. Petersburg	EP	EDA	EDA6061.792	Tucker	E1	x	
St. Petersburg	EP	EDA	EDA6061.792	Tucker	E1	x	
St. Petersburg	EP	EDB	EDA6192.791	Davis	E1	x	
St. Petersburg	EP	EDB	EDS6050.792	Hartman	E1	x	
St. Petersburg	EP	EDF	EDF3132.791	Doty	E1	x	
St. Petersburg	EP	SPE	SPC2608.602	Spinka	E3	x	
St. Petersburg	EP	SPE	SPC2608.606	Spinka	E3	x	
St. Petersburg	EP	SPE	SPC2608.691	Spinka	E3	x	
Tampa	AS	ANT	ANG6110.001	Wallman	E3		
Tampa	AS	ANT	ANG7487.001	Wells	E3		
Tampa	AS	ANT	ANT3101.001	Taylor	E3		
Tampa	AS	BCM	BSC2085.002	Brazelle	E5		
Tampa	AS	BCM	BSC2085.003	Brazelle	E5		
Tampa	AS	BCM	BSC6932.087	Rao	E3		
Tampa	AS	BCM	PCB3063.001	Rao	E3		
Tampa	AS	BCM	ZOO4694.001	Rao	E3		
Tampa	AS	CHM	BCH3053.001	Merkler	E6		Not new edition, custom package.
Tampa	AS	CHM	BCH3053.002	Daniel	E6		Not new edition, custom package.
Tampa	AS	CHM	CHM2210L.001	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.002	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.003	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.004	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.005	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.006	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.007	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.008	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.009	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.010	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.011	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.012	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.013	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.014	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.015	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.016	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.017	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.018	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.019	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.020	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.021	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.022	Weldegirma	E6		Custom-printed book with annual changes.

Board of Trustees Meeting - New Business - Consent agenda

Tampa	AS	CHM	CHM2211L.020	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.021	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.901	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.902	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.903	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.904	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.905	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.906	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.907	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.908	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.909	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.910	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.911	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.912	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	COM	ADV4310.901	Ritter	E3		
Tampa	AS	ECN	ECO6005.030	Thomas	E1		
Tampa	AS	ENG	CRW6130.001	Fleming	E3		
Tampa	AS	ENG	ENL3332.001	Diecidue	E5		
Tampa	AS	ENG	LIT6934.009	Jones	E1		
Tampa	AS	HTY	AMH2010.002	Vickers	E1	x	
Tampa	AS	IGS	CPO6091.001	Reiter	E4		
Tampa	AS	IGS	INR3202.901	Roach	E3		
Tampa	AS	IGS	POS4624.002	Morehouse	E1	x	
Tampa	AS	IGS	POT3003.003	Samnotra	E1		
Tampa	AS	ISS	ISS3010.501	Contessa	E1	x	
Tampa	AS	LIS	LIS4029.720	Bennington	E6		
Tampa	AS	LIS	LIS6271.721	Gathegi	E3		
Tampa	AS	MTH	MAC1105.799	Hopf	E3		
Tampa	AS	MTH	MAC1147.001	Masagutova	E3		
Tampa	AS	MTH	MAC1147.799	Hopf	E3		
Tampa	AS	MTH	MAP2302.001	Kartsatos	E3		
Tampa	AS	MTH	MGF3301.001	Bieske	E3		
Tampa	AS	PSY	PPE4003.002	Goldenberg	E3		
Tampa	AS	PSY	PPE4003.002	Goldenberg	E3		
Tampa	AS	PSY	PSB3444.003	Hoffman	E3		
Tampa	AS	PSY	PSY3204.004	Talboy	E1		
Tampa	AS	SGS	ESC2000.002	Juster	E3		
Tampa	AS	SGS	ESC2000.003	Marshall	E3		
Tampa	AS	SGS	GIS4043C.001	Walton	E4		
Tampa	AS	SGS	GIS5049.001	Walton	E4		
Tampa	AS	SGS	GLY2051.797	Defant	E3		
Tampa	AS	SPE	COM3014.001	Swenson	E3		

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Tampa	AS	SPE	COM3014.002	Swenson	E3		
Tampa	AS	SPE	SPC4431.002	Jorgenson	E3		
Tampa	AS	SPF	PAD3003.902	Verrill	E3		
Tampa	AS	WLE	LIN3010.002	Liu	E2		
Tampa	BA	ACC	ACG2071.001	Cainas	E3		
Tampa	BA	ACC	ACG2071.002	Cainas	E3		
Tampa	BA	ACC	ACG2071.003	Cainas	E3		
Tampa	BA	ACC	ACG2071.004	Cainas	E3		
Tampa	BA	ACC	ACG2071.005	Cainas	E3		
Tampa	BA	ACC	ACG2071.006	Cainas	E3		
Tampa	BA	ACC	ACG2071.007	Cainas	E3		
Tampa	BA	ACC	ACG2071.008	Cainas	E3		
Tampa	BA	ACC	ACG2071.020	Cainas	E3		
Tampa	BA	ACC	ACG3401.001	Davis	E4		
Tampa	BA	ACC	ACG4123.001	Smith	E3		
Tampa	BA	ACC	ACG4123.901	Smith	E3		
Tampa	BA	ACC	BUL3320.020	Myers	E3		
Tampa	BA	ACC	TAX6445.901	Laursen	E3		
Tampa	BA	ACC	TAX6445.901	Laursen	E3		
Tampa	BA	FIN	FIN3403.020	Smersh	E1		
Tampa	BA	FIN	FIN3604.001	Park	E2		
Tampa	BA	FIN	FIN3604.901	Park	E2		
Tampa	BA	FIN	FIN6416.901	Williams	E2		
Tampa	BA	FIN	FIN6465.901	Antia	E2		
Tampa	BA	FIN	FIN6466.901	Antia	E2		
Tampa	BA	FIN	FIN6515.901	Hunter	E2		
Tampa	BA	FIN	REE6045.901	Rutherford	E3		
Tampa	BA	MBA	BUL5842.020	Myers	E1	x	
Tampa	BA	MBA	BUL5842.300	Myers	E1	x	
Tampa	BA	MKT	ENT3003.020	Budd	E4		
Tampa	BA	MKT	ENT3003.021	Budd	E4		
Tampa	BA	MKT	GEB6445.901	Hanna	E3		
Tampa	BA	MKT	MAR4156.001	Solomon	E2		
Tampa	BA	MKT	MAR4213.001	Walsh	E1		
Tampa	BA	MKT	MAR4333.020	Lafferty	E3		
Tampa	BA	MKT	MAR6336.901	Plank	E3		
Tampa	BA	QMB	ISM3011.020	Warner	E3	x	
Tampa	BA	QMB	ISM3011.920	Warner	E3	x	
Tampa	BA	QMB	ISM6930.901	Zhang	E1	x	
Tampa	BA	QMB	MAN3240.001	Nord	E1	x	
Tampa	BA	QMB	MAN3301.002	Michaels	E1	x	
Tampa	BA	QMB	MAN3301.003	Michaels	E1	x	

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Tampa	BC	CFS	RCS6476.901	Sheridan	E2		
Tampa	BC	CJP	CCJ3014.001	Cass	E1		
Tampa	BC	CJP	CJE4114.001	Bromley	E3		
Tampa	BC	CSD	INT3112.001	Thomas	E2		
Tampa	BC	CSD	SPA3004.002	Teegardin	E3		
Tampa	BC	CSD	SPA3030.002	Krause	E2		
Tampa	BC	SOK	SOW6368.002	Conforti-Brown	E1	x	
Tampa	ED	EDG	MHS6400.001	Davis	E3		
Tampa	ED	EDJ	HLP2081.798	Shimshock	E1		
Tampa	ED	EDJ	HUN2201.798	Aguilar	E1		
Tampa	ED	EDJ	HUN2201.799	Aguilar	E1		
Tampa	ED	EDJ	PEN2136.001	Dent	E1		
Tampa	ED	EDJ	PEN2136.002	Dent	E1		
Tampa	ED	EDK	EME6055.001	Park	E1	x	
Tampa	ED	EDX	TSL4080.001	Li	E1	x	
Tampa	ED	EDX	TSL4080.798	Hadid	E1	x	
Tampa	ED	EDX	TSL4080.799	Hadid	E1	x	
Tampa	ED	EEP	EDF3228.799	Mahoney	E1	x	
Tampa	ED	EEP	EDP3272.002	Just	E1	x	
Tampa	ED	LCA	EDA6232.001	Permeth	E3		
Tampa	ED	SAG	EDG6931.903	Denton	E3		
Tampa	ED	SAG	SDS6703.001	Briant	E2		
Tampa	EN	ECH	ECH3854.001	Pettit	E1	x	
Tampa	EN	EGE	EGN3373.001	Fehr	E3		
Tampa	EN	EGE	EGN3373.002	Fehr	E3		
Tampa	EN	EGE	EGN3373.003	Fehr	E3		
Tampa	EN	EGE	EGN3373.004	Fehr	E3		
Tampa	EN	EGE	EGN3373.005	Fehr	E3		
Tampa	EN	EGE	EGN3373.006	Fehr	E3		
Tampa	EN	EGE	EGN3373.007	Fehr	E3		
Tampa	EN	EGR	EGN3000L.802	Besterfield	E1		
Tampa	EN	EGR	EGN3000L.803	Besterfield	E1		
Tampa	EN	EGS	EIN4180.701	Schnitzler	E3		
Tampa	EN	EGS	EIN4180.901	Schnitzler	E3		
Tampa	EN	EGS	EIN5182.701	Schnitzler	E3		
Tampa	EN	EGS	EIN5182.901	Schnitzler	E3		
Tampa	EN	EGX	EGN3000L.003	Hopkins	E2	x	
Tampa	EN	EGX	EGN3000L.004	Hopkins	E2	x	
Tampa	EN	EGX	EGN3365.002	Sagues	E1	x	
Tampa	EN	EGX	EGN4454.001	Trout	E1	x	
Tampa	EN	EGX	EGN4454.002	Trout	E1	x	
Tampa	EN	ESB	CGS2060.001	Korzhova	E1		

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Tampa	EN	ESB	COP2510.001	Small	E1		
Tampa	EN	ESB	COP2510.002	Small	E1		
Tampa	EN	ESB	COP2512.701	Gaspar	E1		
Tampa	EN	ESB	COP4931.701	Ventura	E3		
Tampa	EN	ESB	COT3100.901	Zhang	E2		
Tampa	EN	ESB	EGN3000L.007	Jeanty	E2		
Tampa	EN	ESB	EGN3000L.008	Jeanty	E2		
Tampa	FA	ARC	ARC5588.001	Hudson	E6	x	Consumable (includes turn-in pages), so cannot be resold or shared.
Tampa	FA	MUS	MUE4332.001	McCutchen	E1		
Tampa	FA	MUS	MUE7786.001	Fung	E3		
Tampa	FA	MUS	MUE7786.001	Fung	E3		
Tampa	FA	MUS	MUG3108.002	Dungee	E3		
Tampa	FA	MUS	MUS2201.001	Rain	E1		
Tampa	FA	MUS	MUS6793.001	Lee	E1		
Tampa	FA	MUS	MUT2642.701	Wilkins	E3		
Tampa-Health	MD	MSG	GMS6440.003	Yip	E4		
Tampa-Health	MD	MSG	GMS6440.004	Yip	E4		
Tampa-Health	MD	MSG	GMS6604.001	Dave	E4		
Tampa-Health	MD	MSG	GMS6706.003	Amin	E3		
Tampa-Health	MD	MSG	GMS6706.004	Amin	E3		
Tampa-Health	MD	MSG	GMS7930.004	Muffly	E4		
Tampa-Health	MD	MSG	GMS7930.005	Muffly	E4		
Tampa-Health	MD	MSG	GMS7930.030	Mclean	E3		
Tampa-Health	MD	MSG	HIM6320.001	Highland	E3		
Tampa-Health	MD	MSG	HIM6320.002	Highland	E3		
Tampa-Health	NR	NUR	NGR6301C.001	Kennel	E3		
Tampa-Health	NR	NUR	NGR6301C.002	Smith	E3		
Tampa-Health	NR	NUR	NGR6342.050	Gilmore	E3		
Tampa-Health	NR	NUR	NGR6713.050	Redding	E3		
Tampa-Health	NR	NUR	NGR6713.050	Redding	E3		
Tampa-Health	NR	NUR	NGR6713.050	Redding	E3		
Tampa-Health	NR	NUR	NSP4545.050	Burns	E3		
Tampa-Health	NR	NUR	NUR3678.050	Perl	E1		
Tampa-Health	NR	NUR	NUR4828C.050	Czerwinski	E1		
Tampa-Health	NR	NUR	NUR4828C.051	Katz	E1		
Tampa-Health	NR	NUR	NUR4828C.052	Neavins	E1		
Tampa-Health	PH	EOH	PHC6934.013	Wolfson	E2	x	
Tampa-Health	PH	EPB	PHC4030.310	Sanchez-Anguiano	E3		
Tampa-Health	PH	EPB	PHC6006.310	Sanchez-Anguiano	E6		
Tampa-Health	PH	HPM	PHC6180.001	Pruitt	E4		

*TAP Responses are informed explanations from a specialist with bookstore and publisher experience.



Textbook Affordability Report

Course Section Variance

Fall 2017
Tampa Campus
General Education Courses
Required Materials

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ANT									
ANT2000	ANT2000.001	Introduction to Anthropology	47	Shakour	\$89.95	\$89.95	\$0.00	0%	■
	ANT2000.005	Introduction to Anthropology	47	Tricarico	\$89.95	\$89.95	\$0.00	0%	■
ANT2410	ANT2410.006	Cultural Anthropology	43	Napora	\$66.95	\$119.63	(\$52.68)	-79%	■
	ANT2410.008	Cultural Anthropology	88	Ketcher	\$81.35	\$119.63	(\$38.28)	-47%	■
	ANT2410.502	Cultural Anthropology	100	Ford	\$284.95	\$119.63	\$165.32	58%	■
	ANT2410.014	Cultural Anthropology	43	Deubel	\$133.25	\$119.63	\$13.62	10%	■
	ANT2410.013	Cultural Anthropology	43	Robinson	\$81.35	\$119.63	(\$38.28)	-47%	■
	ANT2410.009	Cultural Anthropology	43	Leisinger	\$81.35	\$119.63	(\$38.28)	-47%	■
	ANT2410.011	Cultural Anthropology	43	Jayaram	\$152.80	\$119.63	\$33.17	22%	■
	ANT2410.005	Cultural Anthropology	48	Rahman	\$89.15	\$119.63	(\$30.48)	-34%	■
	ANT2410.004	Cultural Anthropology	82	Siven	\$115.65	\$119.63	(\$3.98)	-3%	■
	ANT2410.003	Cultural Anthropology	88	Kadono	\$81.35	\$119.63	(\$38.28)	-47%	■
	ANT2410.002	Cultural Anthropology	47	Taylor	\$97.35	\$119.63	(\$22.28)	-23%	■
	ANT2410.001	Cultural Anthropology	100	Ford	\$284.95	\$119.63	\$165.32	58%	■
	ANT2410.010	Cultural Anthropology	47	Rahman	\$89.15	\$119.63	(\$30.48)	-34%	■
	ANT2410.012	Cultural Anthropology	47	Napora	\$66.95	\$119.63	(\$52.68)	-79%	■
	ANT2410.007	Cultural Anthropology	48	Caple	\$87.90	\$119.63	(\$31.73)	-36%	■
ANT2511	ANT2511.004	Biological Anthropology	42	Hentschel-Fey	\$164.05	\$182.33	(\$18.28)	-11%	■
	ANT2511.001	Biological Anthropology	46	Bethard	\$200.60	\$182.33	\$18.28	9%	■
ANT3101	ANT3101.003	Archaeology	45	Taylor	\$108.95	\$129.37	(\$20.42)	-19%	■
	ANT3101.501	Archaeology	60	Pluckhahn	\$187.95	\$129.37	\$58.58	31%	■
	ANT3101.002	Archaeology	43	Taylor	\$108.95	\$129.37	(\$20.42)	-19%	■
	ANT3101.001	Archaeology	47	Harke	\$78.00	\$129.37	(\$51.37)	-66%	■
	ANT3101.005	Archaeology	43	Wallman	\$163.00	\$129.37	\$33.63	21%	■
ARC									
ARC2211	ARC2211.001	Intro to Architecture	250	Hudson	\$137.85	\$111.43	\$26.43	19%	■
	ARC2211.700	Intro to Architecture	250	Hudson	\$85.00	\$111.43	(\$26.43)	-31%	■
ART									
ARH2000	ARH2000.001	Art and Culture	350	Slaughter	\$147.35	\$147.35	\$0.00	0%	■
ARH2050	ARH2050.901	History Of Visual Arts I	30	Merrill	\$164.65	\$164.65	\$0.00	0%	■
	ARH2050.902	History Of Visual Arts I	30	Merrill	\$164.65	\$164.65	\$0.00	0%	■

Board of Trustees Meeting - New Business - Consent agenda

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ARH2050	ARH2050.905	History Of Visual Arts I	30	Merrill	\$164.65	\$164.65	\$0.00	0%	■
	ARH2050.906	History Of Visual Arts I	30	Merrill	\$164.65	\$164.65	\$0.00	0%	■
ARH2051	ARH2051.902	History Of Visual Arts II	30	Merrill	\$206.00	\$206.00	\$0.00	0%	■
	ARH2051.001	History Of Visual Arts II	30	Merrill	\$206.00	\$206.00	\$0.00	0%	■
ARH3001	ARH3001.798	Introduction To Art	150	Slaughter	\$223.20	\$223.20	\$0.00	0%	■
ART2201C	ART2201C.001	Concepts and Practices I	100	Cheatham	\$26.95	\$26.95	\$0.00	0%	■
BCM									
BSC1020	BSC1020.799	The Biology of Humans	340	Vaughn	\$178.45	\$178.45	\$0.00	0%	■
BSC2010	BSC2010.003	Bio I - Cellular Processes	240	Pollenz	\$295.30	\$300.97	(\$5.67)	-2%	■
	BSC2010.005	Bio I - Cellular Processes	258	Upadhyaya	\$312.30	\$300.97	\$11.33	4%	■
	BSC2010.006	Bio I - Cellular Processes	40	Upadhyaya	\$312.30	\$300.97	\$11.33	4%	■
	BSC2010.007	Bio I - Cellular Processes	176	Brazelle	\$295.30	\$300.97	(\$5.67)	-2%	■
	BSC2010.799	Bio I - Cellular Processes	100	Vaughn	\$295.30	\$300.97	(\$5.67)	-2%	■
	BSC2010.001	Bio I - Cellular Processes	226	Rao	\$295.30	\$300.97	(\$5.67)	-2%	■
BSC2085	BSC2085.003	Anatomy Phys I for Hlth Prof	11	Brazelle	\$161.30	\$161.30	\$0.00	0%	■
	BSC2085.002	Anatomy Phys I for Hlth Prof	253	Brazelle	\$161.30	\$161.30	\$0.00	0%	■
BSC2086	BSC2086.001	Anatomy Phys II for Hlth Prof	126	Sikorski	\$232.60	\$232.60	\$0.00	0%	■
BIN									
BSC1005	BSC1005.013	Biological Prin For Non-Majors	20	Osovitz	\$117.50	\$114.17	\$3.33	3%	■
	BSC1005.015	Biological Prin For Non-Majors	20	Osovitz	\$117.50	\$114.17	\$3.33	3%	■
	BSC1005.700	Biological Prin For Non-Majors	161	Rubelmann	\$57.50	\$114.17	(\$56.67)	-99%	■
	BSC1005.022	Biological Prin For Non-Majors	20	Osovitz	\$117.50	\$114.17	\$3.33	3%	■
	BSC1005.021	Biological Prin For Non-Majors	20	Osovitz	\$117.50	\$114.17	\$3.33	3%	■
	BSC1005.016	Biological Prin For Non-Majors	20	Osovitz	\$117.50	\$114.17	\$3.33	3%	■
	BSC1005.017	Biological Prin For Non-Majors	20	Osovitz	\$117.50	\$114.17	\$3.33	3%	■
	BSC1005.020	Biological Prin For Non-Majors	20	Osovitz	\$117.50	\$114.17	\$3.33	3%	■
	BSC1005.011	Biological Prin For Non-Majors	20	Prevost	\$117.50	\$114.17	\$3.33	3%	■
	BSC1005.009	Biological Prin For Non-Majors	20	Prevost	\$117.50	\$114.17	\$3.33	3%	■
	BSC1005.005	Biological Prin For Non-Majors	20	Prevost	\$117.50	\$114.17	\$3.33	3%	■
	BSC1005.002	Biological Prin For Non-Majors	20	Prevost	\$117.50	\$114.17	\$3.33	3%	■
	BSC1005.001	Biological Prin For Non-Majors	20	Prevost	\$117.50	\$114.17	\$3.33	3%	■
	BSC1005.006	Biological Prin For Non-Majors	20	Prevost	\$117.50	\$114.17	\$3.33	3%	■
	BSC1005.014	Biological Prin For Non-Majors	20	Osovitz	\$117.50	\$114.17	\$3.33	3%	■
	BSC1005.019	Biological Prin For Non-Majors	20	Osovitz	\$117.50	\$114.17	\$3.33	3%	■
	BSC1005.003	Biological Prin For Non-Majors	20	Prevost	\$117.50	\$114.17	\$3.33	3%	■
	BSC1005.010	Biological Prin For Non-Majors	20	Prevost	\$117.50	\$114.17	\$3.33	3%	■
BSC2011	BSC2011.004	Bio II - Biological Diversity	300	Begin	\$355.30	\$304.13	\$51.18	14%	■
	BSC2011.005	Bio II - Biological Diversity	43	Richards	\$295.30	\$304.13	(\$8.83)	-3%	■

Board of Trustees Meeting - New Business - Consent agenda

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
BSC2011	BSC2011.006	Bio II - Biological Diversity	90	Dasso	\$210.60	\$304.13	(\$93.53)	-44%	■
	BSC2011.001	Bio II - Biological Diversity	412	Rubelmann	\$355.30	\$304.13	\$51.18	14%	■
BSC2050	BSC2050.002	Environment	24	Scott	\$154.60	\$195.13	(\$40.53)	-26%	■
	BSC2050.003	Environment	100	Rubelmann	\$235.65	\$195.13	\$40.53	17%	■
CHM									
CHM2020	CHM2020.001	Chem for Liberal Studies I	100	Johnston	\$161.80	\$161.80	\$0.00	0%	■
CHM2045	CHM2045.008	General Chemistry I	250	Cruz	\$459.65	\$459.65	\$0.00	0%	■
	CHM2045.004	General Chemistry I	250	Bryant	\$459.65	\$459.65	\$0.00	0%	■
	CHM2045.002	General Chemistry I	250	Zhang	\$459.65	\$459.65	\$0.00	0%	■
	CHM2045.006	General Chemistry I	250	Ratliff	\$459.65	\$459.65	\$0.00	0%	■
	CHM2045.005	General Chemistry I	250	Anderson	\$459.65	\$459.65	\$0.00	0%	■
	CHM2045.001	General Chemistry I	250	Ratliff	\$459.65	\$459.65	\$0.00	0%	■
	CHM2045.007	General Chemistry I	250	Cruz	\$459.65	\$459.65	\$0.00	0%	■
	CHM2045.003	General Chemistry I	250	Zhang	\$459.65	\$459.65	\$0.00	0%	■
CHM2046	CHM2046.001	General Chemistry II	260	Lewis	\$433.95	\$433.95	\$0.00	0%	■
	CHM2046.901	General Chemistry II	260	Figueroa	\$433.95	\$433.95	\$0.00	0%	■
	CHM2046.002	General Chemistry II	260	Ratliff	\$433.95	\$433.95	\$0.00	0%	■
CJP									
CCJ3014	CCJ3014.001	Crime and Justice in America	350	Heide	\$182.85	\$182.85	\$0.00	0%	■
CLA									
CLA3103	CLA3103.002	Daily Life in Ancient Greece	25	Manolaraki	\$39.95	\$39.95	\$0.00	0%	■
	CLA3103.001	Daily Life in Ancient Greece	100	Manolaraki	\$39.95	\$39.95	\$0.00	0%	■
CLT3370	CLT3370.001	Gods, Heroes, and Monsters	125	Hedrick	\$117.95	\$117.95	\$0.00	0%	■
	CLT3370.002	Gods, Heroes, and Monsters	25	Hedrick	\$117.95	\$117.95	\$0.00	0%	■
COM									
MMC3602	MMC3602.001	Mass Communication and Society	367	Garcia	\$145.00	\$145.00	\$0.00	0%	■
ECN									
ECO1000	ECO1000.001	Basic Economics	40	Rincon De Mun	\$164.15	\$164.15	\$0.00	0%	■
ECO2013	ECO2013.903	Econ Princpl (Macroeconomics)	47	Coleman	\$260.20	\$239.89	\$20.31	8%	■
	ECO2013.904	Econ Princpl (Macroeconomics)	47	Perk	\$260.20	\$239.89	\$20.31	8%	■
	ECO2013.002	Econ Princpl (Macroeconomics)	38	Rincon De Mun	\$203.95	\$239.89	(\$35.94)	-18%	■
	ECO2013.001	Econ Princpl (Macroeconomics)	45	Hornung	\$260.20	\$239.89	\$20.31	8%	■
	ECO2013.902	Econ Princpl (Macroeconomics)	85	Rincon De Mun	\$260.20	\$239.89	\$20.31	8%	■
	ECO2013.701	Econ Princpl (Macroeconomics)	400	Criss	\$133.70	\$239.89	(\$106.19)	-79%	■
	ECO2013.003	Econ Princpl (Macroeconomics)	48	Petrova	\$260.20	\$239.89	\$20.31	8%	■
	ECO2013.005	Econ Princpl (Macroeconomics)	48	Qadimi Rabban	\$260.20	\$239.89	\$20.31	8%	■
	ECO2013.004	Econ Princpl (Macroeconomics)	64	Hornung	\$260.20	\$239.89	\$20.31	8%	■

Board of Trustees Meeting - New Business - Consent agenda

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
EGS									
EGN3615	EGN3615.701	Engr Econ Social/Global Impltn	175	Weng	\$165.90	\$165.90	\$0.00	0%	■
	EGN3615.901	Engr Econ Social/Global Impltn	140	Schnitzler	\$165.90	\$165.90	\$0.00	0%	■
EGS3720	EGS3720.702	Globalization & Technology	25	Anzalone	\$163.40	\$175.55	(\$12.15)	-7%	■
	EGS3720.001	Globalization & Technology	75	Schnitzler	\$187.70	\$175.55	\$12.15	6%	■
	EGS3720.002	Globalization & Technology	75	Anzalone	\$163.40	\$175.55	(\$12.15)	-7%	■
	EGS3720.701	Globalization & Technology	25	Schnitzler	\$187.70	\$175.55	\$12.15	6%	■
ENG									
ENC1101	ENC1101.125	Composition I	22	Theodosiou	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.150	Composition I	22	Basil	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.027	Composition I	22	Johnson	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.017	Composition I	22	Williams	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.019	Composition I	22	Collins	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.011	Composition I	11	Josue	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.021	Composition I	22	Gottlieb	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.008	Composition I	22	Gottlieb	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.010	Composition I	22	Gill	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.016	Composition I	22	Williams	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.110	Composition I	22	Johnson	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.114	Composition I	22	Smith	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.115	Composition I	22	Gottlieb	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.120	Composition I	22	Basil	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.035	Composition I	22	Diederich	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.127	Composition I	22	Basil	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.109	Composition I	22	Williams	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.147	Composition I	22	Miller	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.701	Composition I	22	Hanson	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.700	Composition I	22	Jewell	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.007	Composition I	22	Gottlieb	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.116	Composition I	22	Ring	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.058	Composition I	22	Bennington	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.022	Composition I	22	Williams	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.702	Composition I	22	Hanson	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.032	Composition I	22	Miller	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.042	Composition I	22	Jewell	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.044	Composition I	22	Basil	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.043	Composition I	22	Gottlieb	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.037	Composition I	22	Collins	\$50.50	\$50.50	\$0.00	0%	■

Board of Trustees Meeting - New Business - Consent agenda

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ENC1101	ENC1101.046	Composition I	22	Basil	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.049	Composition I	22	Campbell	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.040	Composition I	22	Martin	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.056	Composition I	11	Bennington	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.005	Composition I	22	Basil	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.031	Composition I	22	Basil	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.062	Composition I	22	Williams	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.006	Composition I	22	Hanson	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.060	Composition I	22	Bennington	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.012	Composition I	22	Ruso	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.041	Composition I	22	Williams	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.063	Composition I	22	Gottlieb	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.001	Composition I	11	Josue	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.003	Composition I	22	Gottlieb	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.053	Composition I	11	Theodosiou	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.097	Composition I	22	Barrett	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.095	Composition I	22	Martin	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.082	Composition I	22	Williams	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.093	Composition I	22	Basil	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.091	Composition I	22	Williams	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.088	Composition I	22	Gottlieb	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.102	Composition I	22	Basil	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.083	Composition I	22	Basil	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.079	Composition I	22	Basil	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.020	Composition I	22	Smith	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.076	Composition I	22	Gottlieb	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.075	Composition I	22	Miller	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.039	Composition I	22	Ruso	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.903	Composition I	22	Bennington	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.070	Composition I	22	Coder	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.064	Composition I	11	Bennington	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.904	Composition I	22	Barrett	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.145	Composition I	22	Basil	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.071	Composition I	22	Basil	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.065	Composition I	22	Williams	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.902	Composition I	22	Bennington	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.103	Composition I	22	Basil	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.069	Composition I	11	Theodosiou	\$50.50	\$50.50	\$0.00	0%	■

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COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ENC1101	ENC1101.066	Composition I	22	Williams	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.906	Composition I	22	Khawaja	\$50.50	\$50.50	\$0.00	0%	■
ENC1102	ENC1102.013	Composition II	22	Gazzardi	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.902	Composition II	22	Townsend	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.707	Composition II	22	Jones	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.708	Composition II	22	Jones	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.709	Composition II	22	Thornton	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.712	Composition II	22	Gaspar	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.714	Composition II	22	Nusspickel	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.713	Composition II	22	Drugan	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.904	Composition II	22	Nusspickel	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.711	Composition II	22	Thornton	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.905	Composition II	22	Bolt	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.066	Composition II	22	Uddin	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.010	Composition II	22	Pernicano	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.009	Composition II	22	Ring	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.007	Composition II	22	Drugan	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.006	Composition II	22	Ring	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.003	Composition II	22	Changamire	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.014	Composition II	22	Uddin	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.018	Composition II	22	Ip	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.706	Composition II	22	Lance	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.715	Composition II	22	Alcorn	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.019	Composition II	22	Changamire	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.703	Composition II	22	Fischer	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.002	Composition II	22	Gazzardi	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.028	Composition II	22	Ip	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.011	Composition II	22	Ricketts	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.702	Composition II	22	Fischer	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.044	Composition II	22	Bolt	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.042	Composition II	22	Coder	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.040	Composition II	22	Carr	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.035	Composition II	22	Uddin	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.027	Composition II	22	Pernicano	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.025	Composition II	22	Pernicano	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.026	Composition II	22	Diederich	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.020	Composition II	22	Bolt	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.068	Composition II	22	Missler	\$53.40	\$53.40	\$0.00	0%	■

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COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ENC1102	ENC1102.023	Composition II	22	Coder	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.067	Composition II	22	Penuliar	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.701	Composition II	22	Alcorn	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.031	Composition II	22	Ruso	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.030	Composition II	22	Diederich	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.070	Composition II	22	Fennell	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.069	Composition II	22	Fennell	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.063	Composition II	22	Fennell	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.059	Composition II	22	Uddin	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.058	Composition II	22	Ruso	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.057	Composition II	22	Fennell	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.056	Composition II	22	Carr	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.053	Composition II	22	Ring	\$53.40	\$53.40	\$0.00	0%	■
ENL3334	ENL3334.001	Shakespeare Hist. Perspective	30	Diecidue	\$113.00	\$113.00	\$0.00	0%	■
LIT2000	LIT2000.008	Introduction to Literature	25	Kolba	\$45.85	\$71.46	(\$25.61)	-56%	■
	LIT2000.019	Introduction to Literature	25	Fawver	\$35.00	\$71.46	(\$36.46)	-104%	■
	LIT2000.015	Introduction to Literature	25	Van Winkle	\$101.60	\$71.46	\$30.14	30%	■
	LIT2000.017	Introduction to Literature	25	Childs	\$33.00	\$71.46	(\$38.46)	-117%	■
	LIT2000.005	Introduction to Literature	25	Fox	\$39.70	\$71.46	(\$31.76)	-80%	■
	LIT2000.012	Introduction to Literature	25	Penuliar	\$130.25	\$71.46	\$58.79	45%	■
	LIT2000.013	Introduction to Literature	25	Tootalian	\$31.00	\$71.46	(\$40.46)	-131%	■
	LIT2000.011	Introduction to Literature	25	Le Van	\$85.30	\$71.46	\$13.84	16%	■
	LIT2000.010	Introduction to Literature	25	Cendrowski	\$42.90	\$71.46	(\$28.56)	-67%	■
	LIT2000.009	Introduction to Literature	25	Jackson	\$122.90	\$71.46	\$51.44	42%	■
	LIT2000.007	Introduction to Literature	25	Curran	\$51.50	\$71.46	(\$19.96)	-39%	■
	LIT2000.002	Introduction to Literature	25	Cook	\$30.00	\$71.46	(\$41.46)	-138%	■
	LIT2000.006	Introduction to Literature	25	Ricketts	\$40.00	\$71.46	(\$31.46)	-79%	■
	LIT2000.701	Introduction to Literature	25	Wilson	\$86.80	\$71.46	\$15.34	18%	■
	LIT2000.018	Introduction to Literature	25	Le Van	\$85.30	\$71.46	\$13.84	16%	■
	LIT2000.004	Introduction to Literature	25	Kolba	\$45.85	\$71.46	(\$25.61)	-56%	■
	LIT2000.014	Introduction to Literature	25	Tivnan	\$115.80	\$71.46	\$44.34	38%	■
	LIT2000.016	Introduction to Literature	25	McAdams	\$102.90	\$71.46	\$31.44	31%	■
	LIT2000.704	Introduction to Literature	25	Patterson	\$86.80	\$71.46	\$15.34	18%	■
	LIT2000.001	Introduction to Literature	25	Neumeister	\$101.65	\$71.46	\$30.19	30%	■
	LIT2000.702	Introduction to Literature	25	Stowe	\$40.95	\$71.46	(\$30.51)	-75%	■
	LIT2000.020	Introduction to Literature	25	Wholuba	\$86.65	\$71.46	\$15.19	18%	■
	LIT2000.700	Introduction to Literature	25	Wilson	\$86.80	\$71.46	\$15.34	18%	■
	LIT2000.021	Introduction to Literature	25	Wholuba	\$86.65	\$71.46	\$15.19	18%	■

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COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
LIT2030	LIT2030.002	Introduction to Poetry	25	Kicak	\$29.95	\$29.95	\$0.00	0%	■
ESB									
CGS2060	CGS2060.001	Intro to Computer Programming	75	Korzhova	\$45.00	\$45.00	\$0.00	0%	■
CGS2094	CGS2094.001	Cyber Ethics	100	Jeanty	\$120.40	\$120.40	\$0.00	0%	■
ESF									
EDF3514	EDF3514.001	History of Education in the US	35	Rowland	\$171.00	\$171.00	\$0.00	0%	■
FIN									
FIN2100	FIN2100.001	Personal Finance	47	Mattia	\$120.00	\$120.00	\$0.00	0%	■
GEY									
GEY2000	GEY2000.003	Introduction to Aging Sciences	100	June	\$75.00	\$75.00	\$0.00	0%	■
GEY3625	GEY3625.700	Sociological Aspects of Aging	100	Stanback	\$95.00	\$95.00	\$0.00	0%	■
GEY4612	GEY4612.003	Psychology of Aging	25	Smith	\$341.80	\$341.80	\$0.00	0%	■
	GEY4612.901	Psychology of Aging	40	Pappas	\$341.80	\$341.80	\$0.00	0%	■
	GEY4612.001	Psychology of Aging	20	Sadeq	\$341.80	\$341.80	\$0.00	0%	■
	GEY4612.005	Psychology of Aging	20	Fausto	\$341.80	\$341.80	\$0.00	0%	■
GEY4641	GEY4641.001	Death and Dying	50	Dobbs	\$159.15	\$159.15	\$0.00	0%	■
	GEY4641.901	Death and Dying	30	Etten	\$159.15	\$159.15	\$0.00	0%	■
HCS									
AMS2270	AMS2270.038	20th Century American Culture	17	Desantis	\$48.00	\$33.56	\$14.44	30%	■
	AMS2270.046	20th Century American Culture	35	Desantis	\$48.00	\$33.56	\$14.44	30%	■
	AMS2270.004	20th Century American Culture	17	Melko	\$24.00	\$33.56	(\$9.56)	-40%	■
	AMS2270.017	20th Century American Culture	6	Melko	\$24.00	\$33.56	(\$9.56)	-40%	■
	AMS2270.020	20th Century American Culture	7	Beeler	\$31.00	\$33.56	(\$2.56)	-8%	■
	AMS2270.022	20th Century American Culture	7	Desantis	\$48.00	\$33.56	\$14.44	30%	■
	AMS2270.026	20th Century American Culture	7	Beeler	\$31.00	\$33.56	(\$2.56)	-8%	■
	AMS2270.039	20th Century American Culture	17	Melko	\$24.00	\$33.56	(\$9.56)	-40%	■
	AMS2270.025	20th Century American Culture	7	Melko	\$24.00	\$33.56	(\$9.56)	-40%	■
FIL1002	FIL1002.001	Introduction to Film Studies	70	Ferguson	\$193.00	\$193.00	\$0.00	0%	■
HUM1020	HUM1020.008	Introduction to Humanities	100	Berish	\$50.65	\$94.73	(\$44.08)	-87%	■
	HUM1020.004	Introduction to Humanities	200	Rinck	\$138.80	\$94.73	\$44.08	32%	■
HUM2230	HUM2230.010	Renaissance - 20th Century	45	Goldberg	\$295.80	\$295.80	\$0.00	0%	■
HON									
IDH2010	IDH2010.031	Acquisition Of Knowledge	19	Stroop	\$51.00	\$30.50	\$20.50	40%	■
	IDH2010.011	Acquisition Of Knowledge	19	Mccreery	\$11.00	\$30.50	(\$19.50)	-177%	■
	IDH2010.012	Acquisition Of Knowledge	19	Mccreery	\$11.00	\$30.50	(\$19.50)	-177%	■
	IDH2010.010	Acquisition Of Knowledge	19	Mccreery	\$11.00	\$30.50	(\$19.50)	-177%	■

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IDH2010	IDH2010.024	Acquisition Of Knowledge	19	Castricone	\$36.00	\$30.50	\$5.50	15%	■
	IDH2010.002	Acquisition Of Knowledge	19	Mccreery	\$11.00	\$30.50	(\$19.50)	-177%	■
	IDH2010.027	Acquisition Of Knowledge	19	Castricone	\$36.00	\$30.50	\$5.50	15%	■
	IDH2010.030	Acquisition Of Knowledge	19	Stroop	\$51.00	\$30.50	\$20.50	40%	■
	IDH2010.023	Acquisition Of Knowledge	19	Castricone	\$36.00	\$30.50	\$5.50	15%	■
	IDH2010.029	Acquisition Of Knowledge	19	Stroop	\$51.00	\$30.50	\$20.50	40%	■
IDH3100	IDH3100.008	Arts/Humanities Honors	19	Wilkins	\$34.95	\$34.95	\$0.00	0%	■
	IDH3100.005	Arts/Humanities Honors	15	Tamang	\$43.95	\$34.95	\$9.00	20%	■
	IDH3100.007	Arts/Humanities Honors	19	Johnson	\$25.95	\$34.95	(\$9.00)	-35%	■
IDH3350	IDH3350.005	Natural Sciences Honors	19	Nkhoma	\$162.50	\$149.67	\$12.83	8%	■
	IDH3350.008	Natural Sciences Honors	15	Nkhoma	\$162.50	\$149.67	\$12.83	8%	■
IDH3400	IDH3400.005	Soc/Behavioral Sciences Honors	19	Whiteford	\$76.85	\$109.10	(\$32.25)	-42%	■
	IDH3400.009	Soc/Behavioral Sciences Honors	19	Singh	\$66.90	\$109.10	(\$42.20)	-63%	■
	IDH3400.002	Soc/Behavioral Sciences Honors	19	Turner	\$19.00	\$109.10	(\$90.10)	-474%	■
	IDH3400.001	Soc/Behavioral Sciences Honors	19	James	\$363.20	\$109.10	\$254.10	70%	■
	IDH3400.003	Soc/Behavioral Sciences Honors	19	Singh	\$66.90	\$109.10	(\$42.20)	-63%	■
	IDH3400.004	Soc/Behavioral Sciences Honors	19	Malmberg	\$105.95	\$109.10	(\$3.15)	-3%	■
	IDH3400.007	Soc/Behavioral Sciences Honors	19	Bush	\$64.90	\$109.10	(\$44.20)	-68%	■
IDH3600	IDH3600.004	Seminar In Applied Ethics	19	Young	\$35.00	\$78.88	(\$43.88)	-125%	■
	IDH3600.003	Seminar In Applied Ethics	19	Diamond	\$41.95	\$78.88	(\$36.93)	-88%	■
	IDH3600.001	Seminar In Applied Ethics	19	Romano	\$159.70	\$78.88	\$80.82	51%	■
IDH4200	IDH4200.006	Geographic Perspectives Honors	19	Stroop	\$211.95	\$77.28	\$134.67	64%	■
	IDH4200.005	Geographic Perspectives Honors	19	Singh	\$124.50	\$77.28	\$47.22	38%	■
	IDH4200.009	Geographic Perspectives Honors	19	Erben	\$17.00	\$77.28	(\$60.28)	-355%	■
	IDH4200.016	Geographic Perspectives Honors	9	Ben-Herut	\$17.00	\$77.28	(\$60.28)	-355%	■
	IDH4200.015	Geographic Perspectives Honors	19	Davidson	\$20.00	\$77.28	(\$57.28)	-286%	■
	IDH4200.010	Geographic Perspectives Honors	19	Jawad	\$63.50	\$77.28	(\$13.78)	-22%	■
	IDH4200.001	Geographic Perspectives Honors	19	Sakai	\$63.95	\$77.28	(\$13.33)	-21%	■
	IDH4200.002	Geographic Perspectives Honors	19	Bessant	\$14.95	\$77.28	(\$62.33)	-417%	■
	IDH4200.007	Geographic Perspectives Honors	19	Tamang	\$74.95	\$77.28	(\$2.33)	-3%	■
	IDH4200.004	Geographic Perspectives Honors	19	Bush	\$165.00	\$77.28	\$87.72	53%	■
HTY									
AMH2010	AMH2010.011	American History I	55	Vickers	\$76.60	\$76.60	\$0.00	0%	■
	AMH2010.008	American History I	55	Vickers	\$76.60	\$76.60	\$0.00	0%	■
AMH2020	AMH2020.010	American History II	13	Brown	\$97.30	\$97.30	\$0.00	0%	■
	AMH2020.024	American History II	14	Taylor	\$97.30	\$97.30	\$0.00	0%	■
	AMH2020.012	American History II	7	Brown	\$97.30	\$97.30	\$0.00	0%	■
	AMH2020.018	American History II	13	Corbett	\$97.30	\$97.30	\$0.00	0%	■

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AMH2020	AMH2020.019	American History II	7	Corbett	\$97.30	\$97.30	\$0.00	0%	■
	AMH2020.025	American History II	7	Taylor	\$97.30	\$97.30	\$0.00	0%	■
EUH2011	EUH2011.003	Ancient History I	90	Murray	\$23.00	\$23.00	\$0.00	0%	■
EUH2012	EUH2012.005	Ancient History II	35	Cali	\$66.95	\$66.95	\$0.00	0%	■
EUH2022	EUH2022.006	The Medieval West	43	Britt	\$105.70	\$105.70	\$0.00	0%	■
IGS									
AFA2000	AFA2000.798	Intro to the Black Experience	90	Lahey	\$63.00	\$52.97	\$10.03	16%	■
	AFA2000.799	Intro to the Black Experience	90	Lahey	\$63.00	\$52.97	\$10.03	16%	■
	AFA2000.003	Intro to the Black Experience	74	Ponton	\$32.90	\$52.97	(\$20.07)	-61%	■
AMH3571	AMH3571.700	African Amer History to 1865	55	Lahey	\$121.50	\$121.50	\$0.00	0%	■
AMS3700	AMS3700.001	Racism in American Society	50	Ponton	\$27.00	\$27.00	\$0.00	0%	■
POS2041	POS2041.901	American National Government	300	Merrick	\$100.00	\$154.43	(\$54.43)	-54%	■
	POS2041.001	American National Government	47	Barrick	\$208.85	\$154.43	\$54.43	26%	■
SPC3710	SPC3710.002	Communication & Diversity	30	James	\$151.20	\$142.70	\$8.50	6%	■
ISS									
STA2122	STA2122.003	Social Science Statistics	48	Zeller	\$88.00	\$100.63	(\$12.63)	-14%	■
	STA2122.005	Social Science Statistics	55	Cooper	\$88.00	\$100.63	(\$12.63)	-14%	■
	STA2122.001	Social Science Statistics	55	Zeller	\$88.00	\$100.63	(\$12.63)	-14%	■
	STA2122.501	Social Science Statistics	165	Toothman	\$116.00	\$100.63	\$15.38	13%	■
	STA2122.004	Social Science Statistics	55	Zeller	\$88.00	\$100.63	(\$12.63)	-14%	■
	STA2122.006	Social Science Statistics	55	Tegegne	\$122.00	\$100.63	\$21.38	18%	■
	STA2122.007	Social Science Statistics	48	Toothman	\$116.00	\$100.63	\$15.38	13%	■
	STA2122.002	Social Science Statistics	55	Engelman	\$99.00	\$100.63	(\$1.63)	-2%	■
LIS									
LIS2005	LIS2005.722	Library & Internet Res Skills	30	Cox	\$64.00	\$64.00	\$0.00	0%	■
	LIS2005.721	Library & Internet Res Skills	30	Cox	\$64.00	\$64.00	\$0.00	0%	■
	LIS2005.723	Library & Internet Res Skills	30	Cox	\$64.00	\$64.00	\$0.00	0%	■
MSC									
OCE2001	OCE2001.634	Introduction to Oceanography	47	Greely	\$227.85	\$197.85	\$30.00	13%	■
	OCE2001.650	Introduction to Oceanography	260	Naar	\$167.85	\$197.85	(\$30.00)	-18%	■
MTH									
MAC1105	MAC1105.001	College Algebra	188	Rothstein	\$267.85	\$261.18	\$6.67	2%	■
	MAC1105.002	College Algebra	188	Lappano	\$267.85	\$261.18	\$6.67	2%	■
	MAC1105.003	College Algebra	175	Grupchev	\$267.85	\$261.18	\$6.67	2%	■
	MAC1105.005	College Algebra	175	Rothstein	\$267.85	\$261.18	\$6.67	2%	■
	MAC1105.011	College Algebra	60	Bagherian	\$267.85	\$261.18	\$6.67	2%	■
	MAC1105.799	College Algebra	10	Hopf	\$207.85	\$261.18	(\$53.33)	-26%	■

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MAC1105	MAC1105.901	College Algebra	54	Centner	\$267.85	\$261.18	\$6.67	2%	■
	MAC1105.004	College Algebra	188	Grupchev	\$267.85	\$261.18	\$6.67	2%	■
	MAC1105.006	College Algebra	155	Sanders	\$267.85	\$261.18	\$6.67	2%	■
MAC1147	MAC1147.002	Precalc Algebra/Trigonometry	162	Connelly	\$250.00	\$245.79	\$4.22	2%	■
	MAC1147.009	Precalc Algebra/Trigonometry	165	McWaters	\$250.00	\$245.79	\$4.22	2%	■
	MAC1147.001	Precalc Algebra/Trigonometry	162	Connelly	\$250.00	\$245.79	\$4.22	2%	■
	MAC1147.004	Precalc Algebra/Trigonometry	320	Ratti	\$250.00	\$245.79	\$4.22	2%	■
	MAC1147.008	Precalc Algebra/Trigonometry	165	McWaters	\$250.00	\$245.79	\$4.22	2%	■
	MAC1147.007	Precalc Algebra/Trigonometry	162	Masagutova	\$250.00	\$245.79	\$4.22	2%	■
	MAC1147.902	Precalc Algebra/Trigonometry	102	Garapati	\$250.00	\$245.79	\$4.22	2%	■
	MAC1147.005	Precalc Algebra/Trigonometry	162	Freeman	\$250.00	\$245.79	\$4.22	2%	■
	MAC1147.006	Precalc Algebra/Trigonometry	210	Freeman	\$250.00	\$245.79	\$4.22	2%	■
	MAC1147.799	Precalc Algebra/Trigonometry	10	Hopf	\$207.85	\$245.79	(\$37.94)	-18%	■
	MAC2233	MAC2233.006	Business Calculus	30	Lappano	\$231.45	\$231.45	\$0.00	0%
MAC2233.004		Business Calculus	28	Lappano	\$231.45	\$231.45	\$0.00	0%	■
MAC2233.003		Business Calculus	30	Lappano	\$231.45	\$231.45	\$0.00	0%	■
MAC2233.002		Business Calculus	28	Lappano	\$231.45	\$231.45	\$0.00	0%	■
MAC2233.001		Business Calculus	28	Lappano	\$231.45	\$231.45	\$0.00	0%	■
MAC2233.011		Business Calculus	30	Lappano	\$231.45	\$231.45	\$0.00	0%	■
MAC2233.016		Business Calculus	30	Lappano	\$231.45	\$231.45	\$0.00	0%	■
MAC2233.903		Business Calculus	28	Kotarinos	\$231.45	\$231.45	\$0.00	0%	■
MAC2233.014		Business Calculus	30	Lappano	\$231.45	\$231.45	\$0.00	0%	■
MAC2233.902		Business Calculus	28	Kotarinos	\$231.45	\$231.45	\$0.00	0%	■
MAC2233.013		Business Calculus	30	Lappano	\$231.45	\$231.45	\$0.00	0%	■
MAC2233.022		Business Calculus	28	Bieske	\$231.45	\$231.45	\$0.00	0%	■
MAC2233.799		Business Calculus	30	Rajaram	\$231.45	\$231.45	\$0.00	0%	■
MAC2233.024		Business Calculus	30	Bieske	\$231.45	\$231.45	\$0.00	0%	■
MAC2233.025		Business Calculus	30	Bieske	\$231.45	\$231.45	\$0.00	0%	■
MAC2233.026		Business Calculus	30	Bieske	\$231.45	\$231.45	\$0.00	0%	■
MAC2233.023		Business Calculus	30	Bieske	\$231.45	\$231.45	\$0.00	0%	■
MAC2233.012		Business Calculus	30	Lappano	\$231.45	\$231.45	\$0.00	0%	■
MAC2233.005		Business Calculus	28	Lappano	\$231.45	\$231.45	\$0.00	0%	■
MAC2233.021		Business Calculus	28	Bieske	\$231.45	\$231.45	\$0.00	0%	■
MAC2233.015	Business Calculus	30	Lappano	\$231.45	\$231.45	\$0.00	0%	■	
MAC2241	MAC2241.014	Life Sciences Calculus I	30	Dizona	\$418.70	\$418.70	\$0.00	0%	■
	MAC2241.005	Life Sciences Calculus I	30	Green	\$418.70	\$418.70	\$0.00	0%	■
	MAC2241.001	Life Sciences Calculus I	30	Green	\$418.70	\$418.70	\$0.00	0%	■
	MAC2241.002	Life Sciences Calculus I	30	Green	\$418.70	\$418.70	\$0.00	0%	■

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COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
MAC2241	MAC2241.004	Life Sciences Calculus I	30	Green	\$418.70	\$418.70	\$0.00	0%	■
	MAC2241.006	Life Sciences Calculus I	30	Green	\$418.70	\$418.70	\$0.00	0%	■
	MAC2241.012	Life Sciences Calculus I	28	Dizona	\$418.70	\$418.70	\$0.00	0%	■
	MAC2241.015	Life Sciences Calculus I	30	Dizona	\$418.70	\$418.70	\$0.00	0%	■
	MAC2241.016	Life Sciences Calculus I	30	Dizona	\$418.70	\$418.70	\$0.00	0%	■
	MAC2241.901	Life Sciences Calculus I	30	Garapati	\$418.70	\$418.70	\$0.00	0%	■
	MAC2241.903	Life Sciences Calculus I	30	Garapati	\$418.70	\$418.70	\$0.00	0%	■
	MAC2241.013	Life Sciences Calculus I	30	Dizona	\$418.70	\$418.70	\$0.00	0%	■
	MAC2241.011	Life Sciences Calculus I	30	Dizona	\$418.70	\$418.70	\$0.00	0%	■
	MAC2241.003	Life Sciences Calculus I	28	Green	\$418.70	\$418.70	\$0.00	0%	■
MAC2242	MAC2242.901	Life Sciences Calculus II	42	Grinshpan	\$418.70	\$418.70	\$0.00	0%	■
MAC2281	MAC2281.003	Engineering Calculus I	48	Chitikov	\$191.80	\$199.30	(\$7.50)	-4%	■
	MAC2281.901	Engineering Calculus I	56	Kartsatos	\$191.80	\$199.30	(\$7.50)	-4%	■
	MAC2281.902	Engineering Calculus I	56	Shekhtman	\$191.80	\$199.30	(\$7.50)	-4%	■
	MAC2281.004	Engineering Calculus I	56	Manougian	\$191.80	\$199.30	(\$7.50)	-4%	■
	MAC2281.013	Engineering Calculus I	55	Freeman	\$251.80	\$199.30	\$52.50	21%	■
	MAC2281.009	Engineering Calculus I	56	Masagutova	\$191.80	\$199.30	(\$7.50)	-4%	■
	MAC2281.008	Engineering Calculus I	48	Garapati	\$191.80	\$199.30	(\$7.50)	-4%	■
	MAC2281.005	Engineering Calculus I	48	Makaryus	\$191.80	\$199.30	(\$7.50)	-4%	■
MAC2282	MAC2282.901	Engineering Calculus II	60	Hou	\$191.80	\$191.80	\$0.00	0%	■
	MAC2282.005	Engineering Calculus II	48	Lee	\$191.80	\$191.80	\$0.00	0%	■
	MAC2282.003	Engineering Calculus II	60	You	\$191.80	\$191.80	\$0.00	0%	■
	MAC2282.001	Engineering Calculus II	55	McAveety	\$191.80	\$191.80	\$0.00	0%	■
	MAC2282.006	Engineering Calculus II	48	Etcheberry	\$191.80	\$191.80	\$0.00	0%	■
	MAC2282.004	Engineering Calculus II	55	Etcheberry	\$191.80	\$191.80	\$0.00	0%	■
	MAC2282.902	Engineering Calculus II	55	Grinshpan	\$191.80	\$191.80	\$0.00	0%	■
MAC2311	MAC2311.902	Calculus I	55	Grupchev	\$191.80	\$191.80	\$0.00	0%	■
	MAC2311.007	Calculus I	48	Iezzi	\$191.80	\$191.80	\$0.00	0%	■
	MAC2311.004	Calculus I	56	Connelly	\$191.80	\$191.80	\$0.00	0%	■
	MAC2311.002	Calculus I	55	Hernandez Vier	\$191.80	\$191.80	\$0.00	0%	■
	MAC2311.008	Calculus I	48	Mccolm	\$191.80	\$191.80	\$0.00	0%	■
	MAC2311.003	Calculus I	55	Hernandez Vier	\$191.80	\$191.80	\$0.00	0%	■
	MAC2311.005	Calculus I	56	Manolaki	\$191.80	\$191.80	\$0.00	0%	■
	MAC2311.006	Calculus I	47	Masagutova	\$191.80	\$191.80	\$0.00	0%	■
MAC2312	MAC2312.004	Calculus II	54	McAveety	\$191.80	\$191.80	\$0.00	0%	■
	MAC2312.002	Calculus II	54	Appiah	\$191.80	\$191.80	\$0.00	0%	■
	MAC2312.901	Calculus II	48	Kerr	\$191.80	\$191.80	\$0.00	0%	■
	MAC2312.005	Calculus II	45	Zhou	\$191.80	\$191.80	\$0.00	0%	■

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MAC2312	MAC2312.003	Calculus II	54	McAveety	\$191.80	\$191.80	\$0.00	0%	■
	MAC2312.001	Calculus II	48	Cruz	\$191.80	\$191.80	\$0.00	0%	■
MGF1106	MGF1106.799	Finite Mathematics	10	Hopf	\$352.50	\$352.50	\$0.00	0%	■
	MGF1106.901	Finite Mathematics	70	Theado	\$352.50	\$352.50	\$0.00	0%	■
	MGF1106.001	Finite Mathematics	190	Bieske	\$352.50	\$352.50	\$0.00	0%	■
MGF1107	MGF1107.001	Mathematics for Liberal Arts	100	Bieske	\$235.70	\$235.70	\$0.00	0%	■
STA2023	STA2023.014	Introductory Statistics I	30	Mudunuru	\$132.00	\$143.61	(\$11.61)	-9%	■
	STA2023.004	Introductory Statistics I	30	Mudunuru	\$132.00	\$143.61	(\$11.61)	-9%	■
	STA2023.911	Introductory Statistics I	30	Pokhrel	\$132.00	\$143.61	(\$11.61)	-9%	■
	STA2023.003	Introductory Statistics I	30	Mudunuru	\$132.00	\$143.61	(\$11.61)	-9%	■
	STA2023.005	Introductory Statistics I	30	Mudunuru	\$132.00	\$143.61	(\$11.61)	-9%	■
	STA2023.002	Introductory Statistics I	30	Mudunuru	\$132.00	\$143.61	(\$11.61)	-9%	■
	STA2023.001	Introductory Statistics I	30	Mudunuru	\$132.00	\$143.61	(\$11.61)	-9%	■
	STA2023.913	Introductory Statistics I	30	Pokhrel	\$132.00	\$143.61	(\$11.61)	-9%	■
	STA2023.916	Introductory Statistics I	29	Pokhrel	\$132.00	\$143.61	(\$11.61)	-9%	■
	STA2023.026	Introductory Statistics I	28	Rimbey	\$192.00	\$143.61	\$48.39	25%	■
	STA2023.912	Introductory Statistics I	30	Pokhrel	\$132.00	\$143.61	(\$11.61)	-9%	■
	STA2023.006	Introductory Statistics I	30	Mudunuru	\$132.00	\$143.61	(\$11.61)	-9%	■
	STA2023.799	Introductory Statistics I	30	Rajaram	\$132.00	\$143.61	(\$11.61)	-9%	■
	STA2023.046	Introductory Statistics I	30	Rimbey	\$132.00	\$143.61	(\$11.61)	-9%	■
	STA2023.045	Introductory Statistics I	30	Rimbey	\$132.00	\$143.61	(\$11.61)	-9%	■
	STA2023.044	Introductory Statistics I	30	Rimbey	\$132.00	\$143.61	(\$11.61)	-9%	■
	STA2023.043	Introductory Statistics I	28	Rimbey	\$132.00	\$143.61	(\$11.61)	-9%	■
	STA2023.023	Introductory Statistics I	30	Rimbey	\$192.00	\$143.61	\$48.39	25%	■
	STA2023.914	Introductory Statistics I	29	Pokhrel	\$132.00	\$143.61	(\$11.61)	-9%	■
	STA2023.024	Introductory Statistics I	28	Rimbey	\$192.00	\$143.61	\$48.39	25%	■
	STA2023.011	Introductory Statistics I	30	Mudunuru	\$132.00	\$143.61	(\$11.61)	-9%	■
	STA2023.021	Introductory Statistics I	30	Rimbey	\$192.00	\$143.61	\$48.39	25%	■
	STA2023.915	Introductory Statistics I	29	Pokhrel	\$132.00	\$143.61	(\$11.61)	-9%	■
	STA2023.025	Introductory Statistics I	28	Rimbey	\$192.00	\$143.61	\$48.39	25%	■
	STA2023.022	Introductory Statistics I	30	Rimbey	\$192.00	\$143.61	\$48.39	25%	■
	STA2023.016	Introductory Statistics I	30	Mudunuru	\$132.00	\$143.61	(\$11.61)	-9%	■
	STA2023.015	Introductory Statistics I	30	Mudunuru	\$132.00	\$143.61	(\$11.61)	-9%	■
	STA2023.041	Introductory Statistics I	28	Rimbey	\$132.00	\$143.61	(\$11.61)	-9%	■
	STA2023.013	Introductory Statistics I	30	Mudunuru	\$132.00	\$143.61	(\$11.61)	-9%	■
	STA2023.042	Introductory Statistics I	28	Rimbey	\$132.00	\$143.61	(\$11.61)	-9%	■
	STA2023.012	Introductory Statistics I	30	Mudunuru	\$132.00	\$143.61	(\$11.61)	-9%	■

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COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING	
MUS										
MUH3016	MUH3016.701	Survey Of Jazz	1500	Rottmayer	\$141.45	\$141.45	\$0.00	0%	■	
MUL3011	MUL3011.701	Western Art Music in Your Life	242	Lee	\$135.70	\$135.70	\$0.00	0%	■	
PHI										
PHI1103	PHI1103.006	Critical Thinking	40	Mccoige	\$35.00	\$57.96	(\$22.96)	-66%	■	
	PHI1103.005	Critical Thinking	48	Wright	\$39.00	\$57.96	(\$18.96)	-49%	■	
	PHI1103.001	Critical Thinking	50	Cooper	\$76.95	\$57.96	\$18.99	25%	■	
	PHI1103.002	Critical Thinking	50	Quandt	\$80.90	\$57.96	\$22.94	28%	■	
PHI1401	PHI1401.003	Science and Society	50	Curtis	\$34.40	\$52.12	(\$17.72)	-52%	■	
	PHI1401.002	Science and Society	40	Spink	\$82.95	\$52.12	\$30.83	37%	■	
	PHI1401.001	Science and Society	25	Shillito	\$39.00	\$52.12	(\$13.12)	-34%	■	
PHI1600	PHI1600.015	Introduction To Ethics	48	Guzman	\$110.40	\$96.12	\$14.28	13%	■	
	PHI1600.004	Introduction To Ethics	48	Mitchell	\$82.85	\$96.12	(\$13.27)	-16%	■	
	PHI1600.009	Introduction To Ethics	75	Braver	\$76.00	\$96.12	(\$20.12)	-26%	■	
	PHI1600.003	Introduction To Ethics	48	King	\$125.95	\$96.12	\$29.83	24%	■	
	PHI1600.001	Introduction To Ethics	50	Dutton	\$85.40	\$96.12	(\$10.72)	-13%	■	
PHI2010	PHI2010.791	Introduction to Philosophy	50	Underkuffler	\$44.90	\$78.87	(\$33.97)	-76%	■	
	PHI2010.004	Introduction to Philosophy	25	Morris	\$80.95	\$78.87	\$2.08	3%	■	
	PHI2010.005	Introduction to Philosophy	25	Morris	\$80.95	\$78.87	\$2.08	3%	■	
	PHI2010.006	Introduction to Philosophy	48	Manning	\$96.90	\$78.87	\$18.03	19%	■	
	PHI2010.008	Introduction to Philosophy	47	Sachdev	\$144.95	\$78.87	\$66.08	46%	■	
	PHI2010.016	Introduction to Philosophy	48	Monson	\$79.95	\$78.87	\$1.08	1%	■	
	PHI2010.019	Introduction to Philosophy	50	Williams	\$54.00	\$78.87	(\$24.87)	-46%	■	
	PHI2010.020	Introduction to Philosophy	47	Purdue	\$73.90	\$78.87	(\$4.97)	-7%	■	
	PHI2010.902	Introduction to Philosophy	47	Miller	\$44.95	\$78.87	(\$33.92)	-75%	■	
	PHI2010.007	Introduction to Philosophy	25	Morris	\$80.95	\$78.87	\$2.08	3%	■	
	PHI2010.003	Introduction to Philosophy	25	Morris	\$80.95	\$78.87	\$2.08	3%	■	
	PHI2010.002	Introduction to Philosophy	25	Morris	\$80.95	\$78.87	\$2.08	3%	■	
	PHI2010.001	Introduction to Philosophy	25	Morris	\$80.95	\$78.87	\$2.08	3%	■	
	PHI2101	PHI2101.001	Introduction to Formal Logic	30	Jesseph	\$94.95	\$94.95	\$0.00	0%	■
	PHY									
	PHY2020	PHY2020.001	Conceptual Physics	250	Pradhan	\$164.30	\$161.00	\$3.30	2%	■
PHY2020.002		Conceptual Physics	225	Pradhan	\$157.70	\$161.00	(\$3.30)	-2%	■	
PHY2048	PHY2048.981	General Physics I	295	McCormick	\$211.35	\$211.35	\$0.00	0%	■	
	PHY2048.801	General Physics I	295	Criss	\$211.35	\$211.35	\$0.00	0%	■	
	PHY2048.802	General Physics I	295	McCormick	\$211.35	\$211.35	\$0.00	0%	■	
PHY2049	PHY2049.981	General Physics II	295	Criss	\$211.35	\$211.35	\$0.00	0%	■	
	PHY2049.801	General Physics II	295	McCormick	\$211.35	\$211.35	\$0.00	0%	■	

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PHY2053	PHY2053.981	General Physics I	295	Corby	\$199.95	\$199.95	\$0.00	0%	■
	PHY2053.801	General Physics I	295	Witanachchi	\$199.95	\$199.95	\$0.00	0%	■
	PHY2053.802	General Physics I	295	Chen	\$199.95	\$199.95	\$0.00	0%	■
	PHY2053.804	General Physics I	150	Pradhan	\$199.95	\$199.95	\$0.00	0%	■
PHY2054	PHY2054.802	General Physics II	295	Jiang	\$199.95	\$199.95	\$0.00	0%	■
	PHY2054.803	General Physics II	200	Jiang	\$199.95	\$199.95	\$0.00	0%	■
	PHY2054.801	General Physics II	295	Karaiskaj	\$199.95	\$199.95	\$0.00	0%	■
PHY2060	PHY2060.801	Enriched General Physics I	30	Voronine	\$211.35	\$211.35	\$0.00	0%	■
PSY									
GEY4612	GEY4612.002	Psychology of Aging	75	Sadeq	\$341.80	\$341.80	\$0.00	0%	■
	GEY4612.004	Psychology of Aging	75	Smith	\$341.80	\$341.80	\$0.00	0%	■
	GEY4612.006	Psychology of Aging	80	Fausto	\$341.80	\$341.80	\$0.00	0%	■
	GEY4612.902	Psychology of Aging	60	Pappas	\$341.80	\$341.80	\$0.00	0%	■
PSY2012	PSY2012.003	Intro to Psychological Science	35	Schlauch	\$241.90	\$215.01	\$26.89	11%	■
	PSY2012.001	Intro to Psychological Science	35	Schlauch	\$241.90	\$215.01	\$26.89	11%	■
	PSY2012.030	Intro to Psychological Science	35	Noll	\$182.15	\$215.01	(\$32.86)	-18%	■
	PSY2012.007	Intro to Psychological Science	35	Schlauch	\$241.90	\$215.01	\$26.89	11%	■
	PSY2012.026	Intro to Psychological Science	35	Noll	\$182.15	\$215.01	(\$32.86)	-18%	■
	PSY2012.009	Intro to Psychological Science	35	Schlauch	\$241.90	\$215.01	\$26.89	11%	■
	PSY2012.004	Intro to Psychological Science	35	Schlauch	\$241.90	\$215.01	\$26.89	11%	■
	PSY2012.010	Intro to Psychological Science	35	Schlauch	\$241.90	\$215.01	\$26.89	11%	■
	PSY2012.002	Intro to Psychological Science	35	Schlauch	\$241.90	\$215.01	\$26.89	11%	■
	PSY2012.005	Intro to Psychological Science	35	Schlauch	\$241.90	\$215.01	\$26.89	11%	■
	PSY2012.013	Intro to Psychological Science	35	Schlauch	\$241.90	\$215.01	\$26.89	11%	■
	PSY2012.021	Intro to Psychological Science	35	Noll	\$182.15	\$215.01	(\$32.86)	-18%	■
	PSY2012.023	Intro to Psychological Science	35	Noll	\$182.15	\$215.01	(\$32.86)	-18%	■
	PSY2012.022	Intro to Psychological Science	35	Noll	\$182.15	\$215.01	(\$32.86)	-18%	■
	PSY2012.025	Intro to Psychological Science	35	Noll	\$182.15	\$215.01	(\$32.86)	-18%	■
	PSY2012.027	Intro to Psychological Science	35	Noll	\$182.15	\$215.01	(\$32.86)	-18%	■
	PSY2012.028	Intro to Psychological Science	35	Noll	\$182.15	\$215.01	(\$32.86)	-18%	■
	PSY2012.006	Intro to Psychological Science	35	Schlauch	\$241.90	\$215.01	\$26.89	11%	■
	PSY2012.029	Intro to Psychological Science	35	Noll	\$182.15	\$215.01	(\$32.86)	-18%	■
	PSY2012.008	Intro to Psychological Science	35	Schlauch	\$241.90	\$215.01	\$26.89	11%	■
PSY3204	PSY3204.013	Psychological Statistics	25	Dube	\$302.35	\$255.34	\$47.01	16%	■
	PSY3204.014	Psychological Statistics	25	Dube	\$302.35	\$255.34	\$47.01	16%	■
	PSY3204.019	Psychological Statistics	85	Talboy	\$114.30	\$255.34	(\$141.04)	-123%	■
	PSY3204.015	Psychological Statistics	25	Dube	\$302.35	\$255.34	\$47.01	16%	■

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QMB									
QMB2100	QMB2100.001	Bus Economic Statistics I	140	Dummeldinger	\$254.40	\$254.40	\$0.00	0%	■
	QMB2100.002	Bus Economic Statistics I	140	Dummeldinger	\$254.40	\$254.40	\$0.00	0%	■
	QMB2100.901	Bus Economic Statistics I	90	Dummeldinger	\$254.40	\$254.40	\$0.00	0%	■
	QMB2100.902	Bus Economic Statistics I	140	Dummeldinger	\$254.40	\$254.40	\$0.00	0%	■
QMB3253	QMB3253.001	Business Honors Adv Statistics	45	Dummeldinger	\$254.40	\$254.40	\$0.00	0%	■
REL									
REL2166	REL2166.001	Intro to Religion and Ecology	85	Saunders	\$78.55	\$78.55	\$0.00	0%	■
REL2300	REL2300.009	Intro to World Religions	120	Schneider	\$215.45	\$183.16	\$32.29	15%	■
	REL2300.010	Intro to World Religions	43	Schneider	\$215.45	\$183.16	\$32.29	15%	■
	REL2300.011	Intro to World Religions	47	Schanbacher	\$150.00	\$183.16	(\$33.16)	-22%	■
	REL2300.901	Intro to World Religions	27	Cucalon	\$183.60	\$183.16	\$0.44	0%	■
	REL2300.012	Intro to World Religions	18	Dechant	\$183.60	\$183.16	\$0.44	0%	■
	REL2300.001	Intro to World Religions	140	Dechant	\$183.60	\$183.16	\$0.44	0%	■
	REL2300.008	Intro to World Religions	48	Schanbacher	\$150.00	\$183.16	(\$33.16)	-22%	■
	REL2300.002	Intro to World Religions	210	Saunders	\$183.60	\$183.16	\$0.44	0%	■
REL3111	REL3111.001	Religious Quest in Cont Films	37	Stidham Rogers	\$128.70	\$128.70	\$0.00	0%	■
	REL3111.002	Religious Quest in Cont Films	37	Stidham Rogers	\$128.70	\$128.70	\$0.00	0%	■
SGS									
ESC2000	ESC2000.003	Introduction to Earth Science	41	Sheffield	\$156.00	\$174.08	(\$18.08)	-12%	■
	ESC2000.002	Introduction to Earth Science	80	Juster	\$178.55	\$174.08	\$4.48	3%	■
	ESC2000.001	Introduction to Earth Science	60	Mcllrath	\$185.75	\$174.08	\$11.68	6%	■
	ESC2000.797	Introduction to Earth Science	200	Defant	\$176.00	\$174.08	\$1.93	1%	■
EVR2001	EVR2001.002	Intro to Environmental Science	260	Panzik	\$195.40	\$185.37	\$10.03	5%	■
	EVR2001.501	Intro to Environmental Science	300	Pathak	\$165.30	\$185.37	(\$20.07)	-12%	■
	EVR2001.001	Intro to Environmental Science	200	Panzik	\$195.40	\$185.37	\$10.03	5%	■
GEA2000	GEA2000.001	World Regional Geography	195	Graham	\$165.00	\$129.80	\$35.20	21%	■
	GEA2000.502	World Regional Geography	450	Walton	\$94.60	\$129.80	(\$35.20)	-37%	■
GEO2200	GEO2200.001	Intro to Physical Geography	75	Graham	\$180.00	\$180.00	\$0.00	0%	■
GEO2400	GEO2400.001	Human Geography	150	Graham	\$174.20	\$174.20	\$0.00	0%	■
GLY2010	GLY2010.001	Dyn Earth: Intro to Phys Geol	21	Kruse	\$156.00	\$156.00	\$0.00	0%	■
	GLY2010.002	Dyn Earth: Intro to Phys Geol	20	Germa	\$156.00	\$156.00	\$0.00	0%	■
	GLY2010.003	Dyn Earth: Intro to Phys Geol	50	Mcllrath	\$156.00	\$156.00	\$0.00	0%	■
IDH3350	IDH3350.007	Natural Sciences Honors	19	Mcllrath	\$124.00	\$149.67	(\$25.67)	-21%	■
SOC									
SYG2000	SYG2000.501	Introduction to Sociology	165	Toothman	\$39.95	\$105.52	(\$65.57)	-164%	■
	SYG2000.016	Introduction to Sociology	85	Partin	\$107.15	\$105.52	\$1.63	2%	■

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SYG2000	SYG2000.015	Introduction to Sociology	47	Tyson	\$159.65	\$105.52	\$54.13	34%	■
	SYG2000.002	Introduction to Sociology	50	Veras	\$67.15	\$105.52	(\$38.37)	-57%	■
	SYG2000.901	Introduction to Sociology	50	Steinour	\$74.30	\$105.52	(\$31.22)	-42%	■
	SYG2000.004	Introduction to Sociology	47	Blackwell	\$127.20	\$105.52	\$21.68	17%	■
	SYG2000.001	Introduction to Sociology	47	Steinour	\$74.30	\$105.52	(\$31.22)	-42%	■
	SYG2000.003	Introduction to Sociology	47	Zeller	\$74.30	\$105.52	(\$31.22)	-42%	■
	SYG2000.005	Introduction to Sociology	48	Geiss	\$81.45	\$105.52	(\$24.07)	-30%	■
	SYG2000.007	Introduction to Sociology	48	Steinour	\$74.30	\$105.52	(\$31.22)	-42%	■
	SYG2000.008	Introduction to Sociology	50	Altice	\$103.00	\$105.52	(\$2.52)	-2%	■
	SYG2000.009	Introduction to Sociology	47	Ma	\$76.00	\$105.52	(\$29.52)	-39%	■
	SYG2000.010	Introduction to Sociology	48	Maconi	\$76.00	\$105.52	(\$29.52)	-39%	■
	SYG2000.011	Introduction to Sociology	48	Liu	\$198.80	\$105.52	\$93.28	47%	■
	SYG2000.012	Introduction to Sociology	48	Friedman	\$192.85	\$105.52	\$87.33	45%	■
	SYG2000.006	Introduction to Sociology	48	Venter	\$73.00	\$105.52	(\$32.52)	-45%	■
	SYG2000.017	Introduction to Sociology	85	Partin	\$107.15	\$105.52	\$1.63	2%	■
	SYG2000.013	Introduction to Sociology	48	Friedman	\$192.85	\$105.52	\$87.33	45%	■
SYG2010	SYG2010.001	Contemporary Social Problems	48	Klein	\$177.80	\$157.90	\$19.90	11%	■
	SYG2010.002	Contemporary Social Problems	47	Sette	\$138.00	\$157.90	(\$19.90)	-14%	■
SYP3000	SYP3000.501	Social Psychology	165	Contessa	\$79.95	\$115.03	(\$35.08)	-44%	■
	SYP3000.001	Social Psychology	50	Partin	\$85.15	\$115.03	(\$29.88)	-35%	■
	SYP3000.502	Social Psychology	50	Steinour	\$180.00	\$115.03	\$64.97	36%	■
SOK									
GEY4641	GEY4641.902	Death and Dying	10	Etten	\$159.15	\$159.15	\$0.00	0%	■
	GEY4641.002	Death and Dying	10	Dobbs	\$159.15	\$159.15	\$0.00	0%	■
SPE									
SPC2608	SPC2608.009	Public Speaking	25	Oglesby	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.031	Public Speaking	25	Kiger	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.007	Public Speaking	25	Alam	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.014	Public Speaking	25	Viera	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.032	Public Speaking	25	Oglesby	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.033	Public Speaking	25	Viera	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.904	Public Speaking	25	Spinka	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.029	Public Speaking	25	Clements	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.026	Public Speaking	25	Scheffels	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.023	Public Speaking	25	Gough	\$132.45	\$203.42	(\$70.97)	-54%	■
	SPC2608.021	Public Speaking	25	Mason	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.006	Public Speaking	25	Alam	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.012	Public Speaking	25	Nieto Fernande	\$208.00	\$203.42	\$4.58	2%	■

Board of Trustees Meeting - New Business - Consent agenda

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
SPC2608	SPC2608.010	Public Speaking	25	Nieto Fernande	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.013	Public Speaking	25	Smithberger	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.008	Public Speaking	25	Robb	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.024	Public Speaking	25	Gough	\$132.45	\$203.42	(\$70.97)	-54%	■
	SPC2608.002	Public Speaking	25	Rousset	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.003	Public Speaking	25	Sanders	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.005	Public Speaking	25	Robb	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.004	Public Speaking	25	Rousset	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.011	Public Speaking	25	Scheffels	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.902	Public Speaking	25	Spinka	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.903	Public Speaking	25	Magalona	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.020	Public Speaking	25	Powell Young	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.022	Public Speaking	25	Tian	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.019	Public Speaking	25	Williams	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.018	Public Speaking	25	Mason	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.017	Public Speaking	25	Smithberger	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.015	Public Speaking	25	Powell Young	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.001	Public Speaking	25	Sanders	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.901	Public Speaking	25	Woodruffe	\$208.00	\$203.42	\$4.58	2%	■
	SPC2608.025	Public Speaking	25	Tian	\$208.00	\$203.42	\$4.58	2%	■
SPC3301	SPC3301.901	Interpersonal Communication	30	Peters	\$85.95	\$85.95	\$0.00	0%	■
	SPC3301.005	Interpersonal Communication	30	Anderson	\$85.95	\$85.95	\$0.00	0%	■
	SPC3301.003	Interpersonal Communication	30	Peters	\$85.95	\$85.95	\$0.00	0%	■
	SPC3301.004	Interpersonal Communication	30	Clements	\$85.95	\$85.95	\$0.00	0%	■
	SPC3301.002	Interpersonal Communication	30	Clements	\$85.95	\$85.95	\$0.00	0%	■
	SPC3301.001	Interpersonal Communication	30	Anderson	\$85.95	\$85.95	\$0.00	0%	■
SPC3710	SPC3710.001	Communication & Diversity	100	James	\$134.20	\$142.70	(\$8.50)	-6%	■
WST									
WST2250	WST2250.797	Female Experience in America	110	Serls	\$38.00	\$38.00	\$0.00	0%	■
WST2600	WST2600.002	Human Sexual Behavior	88	Ellerman-Quee	\$100.00	\$100.00	\$0.00	0%	■
WST3015	WST3015.002	Intro to Women's Studies	47	Hughes Miller	\$59.95	\$59.95	\$0.00	0%	■
WST3324	WST3324.797	Women, Environment, and Gend	245	Fine	\$31.95	\$31.95	\$0.00	0%	■
WST4320	WST4320.001	The Politics of Women's Health	40	Rubin	\$169.95	\$169.95	\$0.00	0%	■



Textbook Affordability Report

Course Section Variance

Fall 2017
Tampa Campus
General Education Courses
Recommended Materials

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ECN									
ECO1000	ECO1000.002	Basic Economics	85	Bartlett	\$164.15	\$164.15	\$0.00	0%	■
	ECO1000.020	Basic Economics	200	Bartlett	\$164.15	\$164.15	\$0.00	0%	■
HON									
IDH3100	IDH3100.005	Arts/Humanities Honors	15	Tamang	\$34.00	\$34.00	\$0.00	0%	■
IDH4200	IDH4200.004	Geographic Perspectives Honors	19	Bush	\$14.95	\$24.48	(\$9.53)	-64%	■
	IDH4200.007	Geographic Perspectives Honors	19	Tamang	\$34.00	\$24.48	\$9.53	28%	■
IGS									
AMH3571	AMH3571.700	African Amer History to 1865	55	Lahey	\$135.60	\$135.60	\$0.00	0%	■
PHI									
PHI2101	PHI2101.003	Introduction to Formal Logic	50	Oshiro	\$75.95	\$75.95	\$0.00	0%	■
PHY									
AST2002	AST2002.001	Descriptive Astronomy	295	Mackay	\$129.70	\$129.70	\$0.00	0%	■
AST2004	AST2004.001	Stellar Astronomy & Cosmology	195	Mackay	\$158.55	\$158.55	\$0.00	0%	■
PSY									
PSY2012	PSY2012.011	Intro to Psychological Science	220	Noll	\$122.15	\$122.15	\$0.00	0%	■
PSY3204	PSY3204.007	Psychological Statistics	28	Sanocki	\$82.60	\$82.60	\$0.00	0%	■
	PSY3204.005	Psychological Statistics	28	Sanocki	\$82.60	\$82.60	\$0.00	0%	■
	PSY3204.006	Psychological Statistics	28	Sanocki	\$82.60	\$82.60	\$0.00	0%	■
QMB									
QMB2100	QMB2100.001	Bus Economic Statistics I	140	Dummeldinger	\$46.20	\$46.20	\$0.00	0%	■
	QMB2100.002	Bus Economic Statistics I	140	Dummeldinger	\$46.20	\$46.20	\$0.00	0%	■
	QMB2100.901	Bus Economic Statistics I	90	Dummeldinger	\$46.20	\$46.20	\$0.00	0%	■
	QMB2100.902	Bus Economic Statistics I	140	Dummeldinger	\$46.20	\$46.20	\$0.00	0%	■
QMB3253	QMB3253.001	Business Honors Adv Statistics	45	Dummeldinger	\$46.20	\$46.20	\$0.00	0%	■
REL									
REL2300	REL2300.001	Intro to World Religions	140	Dechant	\$61.95	\$61.95	\$0.00	0%	■
	REL2300.012	Intro to World Religions	18	Dechant	\$61.95	\$61.95	\$0.00	0%	■
SGS									
ESC2000	ESC2000.004	Introduction to Earth Science	95	Ryan	\$156.05	\$156.05	\$0.00	0%	■

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
GLY2010	GLY2010.002	Dyn Earth: Intro to Phys Geol	20	Germa	\$28.00	\$28.00	\$0.00	0%	■
SPE									
SPC3710	SPC3710.001	Communication & Diversity	100	James	\$17.00	\$17.00	\$0.00	0%	■



Textbook Affordability Report

Course Section Variance

Fall 2017
St. Petersburg Campus
General Education Courses
Required Materials

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ANT									
ANT2000	ANT2000.601	Introduction to Anthropology	55	Arthur	\$110.00	\$96.13	\$13.88	13%	■
	ANT2000.791	Introduction to Anthropology	75	Dixon	\$82.25	\$96.13	(\$13.88)	-17%	■
ANT2410	ANT2410.601	Cultural Anthropology	55	Arthur	\$161.30	\$133.23	\$28.08	17%	■
	ANT2410.603	Cultural Anthropology	45	Grabner	\$141.30	\$133.23	\$8.08	6%	■
	ANT2410.691	Cultural Anthropology	45	Grabner	\$141.30	\$133.23	\$8.08	6%	■
	ANT2410.602	Cultural Anthropology	45	Dixon	\$89.00	\$133.23	(\$44.23)	-50%	■
ANT2511	ANT2511.601	Biological Anthropology	24	Dixon	\$132.00	\$132.00	\$0.00	0%	■
ART									
ARH2000	ARH2000.603	Art and Culture	30	Boyer	\$251.15	\$251.15	\$0.00	0%	■
	ARH2000.602	Art and Culture	30	Paris	\$251.15	\$251.15	\$0.00	0%	■
	ARH2000.601	Art and Culture	30	Paris	\$251.15	\$251.15	\$0.00	0%	■
ARH2050	ARH2050.601	History Of Visual Arts I	40	Boyer	\$164.65	\$164.65	\$0.00	0%	■
	ARH2050.602	History Of Visual Arts I	40	Bundrick	\$164.65	\$164.65	\$0.00	0%	■
ARH2051	ARH2051.601	History Of Visual Arts II	40	Paris	\$206.00	\$206.00	\$0.00	0%	■
	ARH2051.603	History Of Visual Arts II	40	Paris	\$206.00	\$206.00	\$0.00	0%	■
BIO									
BSC1005	BSC1005.601	Biological Prin For Non-Majors	60	Noonan	\$159.15	\$159.15	\$0.00	0%	■
BSC2010	BSC2010.604	Bio I - Cellular Processes	60	Sears	\$259.60	\$259.60	\$0.00	0%	■
	BSC2010.601	Bio I - Cellular Processes	60	Gainsbury	\$259.60	\$259.60	\$0.00	0%	■
	BSC2010.602	Bio I - Cellular Processes	60	Takeuchi	\$259.60	\$259.60	\$0.00	0%	■
BSC2011	BSC2011.603	Bio II - Biological Diversity	30	Doody	\$259.60	\$259.60	\$0.00	0%	■
	BSC2011.601	Bio II - Biological Diversity	60	Radabaugh	\$259.60	\$259.60	\$0.00	0%	■
	BSC2011.602	Bio II - Biological Diversity	100	Doody	\$259.60	\$259.60	\$0.00	0%	■
BSC2085	BSC2085.601	Anatomy Phys I for Hlth Prof	48	Carlson	\$154.30	\$154.30	\$0.00	0%	■
PHY2053	PHY2053.601	General Physics I	71	Hardy	\$291.10	\$291.10	\$0.00	0%	■
	PHY2053.602	General Physics I	35	Foley	\$291.10	\$291.10	\$0.00	0%	■
PHY2054	PHY2054.601	General Physics II	60	Hardy	\$291.10	\$291.10	\$0.00	0%	■
CHM									
CHM2020	CHM2020.601	Chem for Liberal Studies I	48	Wang	\$168.95	\$168.95	\$0.00	0%	■
CHM2045	CHM2045.603	General Chemistry I	60	Osegovic	\$183.65	\$183.65	\$0.00	0%	■
	CHM2045.602	General Chemistry I	73	Osegovic	\$183.65	\$183.65	\$0.00	0%	■

Board of Trustees Meeting - New Business - Consent agenda

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
CHM2045	CHM2045.601	General Chemistry I	60	STAFF	\$183.65	\$183.65	\$0.00	0%	■
CHM2046	CHM2046.601	General Chemistry II	60	Osegovic	\$183.65	\$183.65	\$0.00	0%	■
	CHM2046.602	General Chemistry II	60	Osegovic	\$183.65	\$183.65	\$0.00	0%	■
COM									
MMC3602	MMC3602.601	Mass Communication and Society	100	Walters	\$92.85	\$92.85	\$0.00	0%	■
ECN									
ECO2013	ECO2013.601	Econ Princpl (Macroeconomics)	58	Perk	\$265.00	\$265.00	\$0.00	0%	■
	ECO2013.691	Econ Princpl (Macroeconomics)	60	Perk	\$265.00	\$265.00	\$0.00	0%	■
	ECO2013.791	Econ Princpl (Macroeconomics)	60	Khemraj	\$265.00	\$265.00	\$0.00	0%	■
ENG									
ENC1101	ENC1101.605	Composition I	25	Oswald	\$71.30	\$87.10	(\$15.80)	-22%	■
	ENC1101.604	Composition I	25	Gresham	\$160.05	\$87.10	\$72.95	46%	■
	ENC1101.614	Composition I	25	Bandyopadhya	\$71.30	\$87.10	(\$15.80)	-22%	■
	ENC1101.609	Composition I	25	Ulrich	\$52.60	\$87.10	(\$34.50)	-66%	■
	ENC1101.606	Composition I	25	Oswald	\$71.30	\$87.10	(\$15.80)	-22%	■
	ENC1101.613	Composition I	25	Eichenbaum	\$173.40	\$87.10	\$86.30	50%	■
	ENC1101.602	Composition I	25	Ulrich	\$52.60	\$87.10	(\$34.50)	-66%	■
	ENC1101.611	Composition I	25	Wise	\$77.30	\$87.10	(\$9.80)	-13%	■
	ENC1101.607	Composition I	25	Wise	\$77.30	\$87.10	(\$9.80)	-13%	■
	ENC1101.612	Composition I	25	Eichenbaum	\$173.40	\$87.10	\$86.30	50%	■
	ENC1101.608	Composition I	25	Ulrich	\$52.60	\$87.10	(\$34.50)	-66%	■
	ENC1101.791	Composition I	25	Boynton	\$12.00	\$87.10	(\$75.10)	-626%	■
ENC1102	ENC1102.602	Composition II	25	Bandyopadhya	\$94.10	\$94.10	\$0.00	0%	■
	ENC1102.606	Composition II	25	Jones	\$94.10	\$94.10	\$0.00	0%	■
	ENC1102.604	Composition II	25	Jones	\$94.10	\$94.10	\$0.00	0%	■
	ENC1102.601	Composition II	25	Bandyopadhya	\$94.10	\$94.10	\$0.00	0%	■
	ENC1102.605	Composition II	25	Jones	\$94.10	\$94.10	\$0.00	0%	■
HUM1020	HUM1020.601	Introduction to Humanities	25	Connelly	\$266.00	\$189.08	\$76.92	29%	■
LIT2000	LIT2000.601	Introduction to Literature	25	Farmen	\$72.65	\$69.65	\$3.00	4%	■
	LIT2000.602	Introduction to Literature	25	Armstrong	\$66.65	\$69.65	(\$3.00)	-5%	■
	LIT2000.603	Introduction to Literature	25	Farmen	\$72.65	\$69.65	\$3.00	4%	■
	LIT2000.604	Introduction to Literature	25	Slattery	\$66.65	\$69.65	(\$3.00)	-5%	■
MUL2010	MUL2010.601	Music and Culture	25	Torrance	\$119.95	\$119.95	\$0.00	0%	■
THE2000	THE2000.691	Theater and Culture	25	Canary	\$149.10	\$149.10	\$0.00	0%	■
	THE2000.692	Theater and Culture	25	Canary	\$149.10	\$149.10	\$0.00	0%	■
ESP									
ESC2000	ESC2000.601	Introduction to Earth Science	70	Smoak	\$191.00	\$191.00	\$0.00	0%	■

Board of Trustees Meeting - New Business - Consent agenda

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
GPY									
GEA2000	GEA2000.791	World Regional Geography	200	Johns	\$186.50	\$186.50	\$0.00	0%	■
GEO2200	GEO2200.601	Intro to Physical Geography	70	Meindl	\$208.55	\$208.55	\$0.00	0%	■
GRA									
ART2201C	ART2201C.601	Concepts and Practices I	18	Herrmann	\$87.95	\$78.60	\$9.35	11%	■
	ART2201C.603	Concepts and Practices I	18	Watts	\$81.90	\$78.60	\$3.30	4%	■
	ART2201C.691	Concepts and Practices I	18	Millspough	\$65.95	\$78.60	(\$12.65)	-19%	■
HON									
CPO2002	CPO2002.602	Intro to Comparative Politics	40	Weeks	\$109.70	\$109.70	\$0.00	0%	■
HTY									
AMH2020	AMH2020.601	American History II	48	Jones	\$100.90	\$100.90	\$0.00	0%	■
HUM1020	HUM1020.602	Introduction to Humanities	25	Heinsen-Roach	\$238.40	\$189.08	\$49.32	21%	■
	HUM1020.603	Introduction to Humanities	25	O'Connor	\$62.85	\$189.08	(\$126.23)	-201%	■
WOH2030	WOH2030.601	World History Since 1815	45	Vogt III	\$109.35	\$109.35	\$0.00	0%	■
	WOH2030.602	World History Since 1815	48	Krummerich	\$109.35	\$109.35	\$0.00	0%	■
ISS									
SYG2000	SYG2000.602	Introduction to Sociology	45	Miller	\$102.65	\$102.65	\$0.00	0%	■
PHI									
PHI2010	PHI2010.601	Introduction to Philosophy	30	Starke	\$89.95	\$70.43	\$19.53	22%	■
	PHI2010.602	Introduction to Philosophy	30	Mccreery	\$50.90	\$70.43	(\$19.53)	-38%	■
PHI2630	PHI2630.601	Contemporary Moral Issues	30	Starke	\$44.95	\$44.95	\$0.00	0%	■
	PHI2630.602	Contemporary Moral Issues	30	Starke	\$44.95	\$44.95	\$0.00	0%	■
POL									
POS2041	POS2041.601	American National Government	32	Scourfield McL	\$114.30	\$114.30	\$0.00	0%	■
PSY									
PSY2012	PSY2012.601	Intro to Psychological Science	200	McHale	\$301.90	\$301.90	\$0.00	0%	■
SPE									
SPC2608	SPC2608.601	Public Speaking	25	Spinka	\$208.00	\$208.00	\$0.00	0%	■
	SPC2608.602	Public Speaking	25	Spinka	\$208.00	\$208.00	\$0.00	0%	■
	SPC2608.603	Public Speaking	25	Spinka	\$208.00	\$208.00	\$0.00	0%	■
	SPC2608.691	Public Speaking	25	Spinka	\$208.00	\$208.00	\$0.00	0%	■



Textbook Affordability Report

Course Section Variance

Fall 2017
St. Petersburg Campus
General Education Courses
Recommended Materials

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
CHM									
CHM2045	CHM2045.601	General Chemistry I	60	STAFF	\$26.65	\$26.65	\$0.00	0%	■
	CHM2045.602	General Chemistry I	73	Osegovic	\$26.65	\$26.65	\$0.00	0%	■
	CHM2045.603	General Chemistry I	60	Osegovic	\$26.65	\$26.65	\$0.00	0%	■
CHM2046	CHM2046.601	General Chemistry II	60	Osegovic	\$26.65	\$26.65	\$0.00	0%	■
	CHM2046.602	General Chemistry II	60	Osegovic	\$26.65	\$26.65	\$0.00	0%	■
ECN									
ECO2013	ECO2013.601	Econ Princpl (Macroeconomics)	58	Perk	\$75.65	\$75.65	\$0.00	0%	■
	ECO2013.691	Econ Princpl (Macroeconomics)	60	Perk	\$75.65	\$75.65	\$0.00	0%	■
	ECO2013.791	Econ Princpl (Macroeconomics)	60	Khemraj	\$75.65	\$75.65	\$0.00	0%	■
QMB2100	QMB2100.601	Bus Economic Statistics I	46	Philippe	\$329.15	\$329.15	\$0.00	0%	■
	QMB2100.791	Bus Economic Statistics I	50	Philippe	\$329.15	\$329.15	\$0.00	0%	■
ENG									
ENC1101	ENC1101.603	Composition I	25	Boynton	\$32.65	\$26.65	\$6.00	18%	■
	ENC1101.791	Composition I	25	Boynton	\$20.65	\$26.65	(\$6.00)	-29%	■
ESP									
EVR2001	EVR2001.601	Intro to Environmental Science	60	Ivey	\$165.30	\$165.30	\$0.00	0%	■
	EVR2001.602	Intro to Environmental Science	60	Ivey	\$165.30	\$165.30	\$0.00	0%	■
GRA									
ART2201C	ART2201C.601	Concepts and Practices I	18	Herrmann	\$16.00	\$16.00	\$0.00	0%	■
MTH									
MAC1105	MAC1105.603	College Algebra	30	Abaquita	\$195.00	\$195.00	\$0.00	0%	■
	MAC1105.602	College Algebra	30	Abaquita	\$195.00	\$195.00	\$0.00	0%	■
	MAC1105.604	College Algebra	30	Jackson	\$195.00	\$195.00	\$0.00	0%	■
	MAC1105.605	College Algebra	30	Trutie	\$195.00	\$195.00	\$0.00	0%	■
	MAC1105.606	College Algebra	30	Swartout	\$195.00	\$195.00	\$0.00	0%	■
	MAC1105.608	College Algebra	30	Swartout	\$195.00	\$195.00	\$0.00	0%	■
	MAC1105.609	College Algebra	30	Trutie	\$195.00	\$195.00	\$0.00	0%	■
	MAC1105.601	College Algebra	30	Abaquita	\$195.00	\$195.00	\$0.00	0%	■
	MAC1105.607	College Algebra	30	Swartout	\$195.00	\$195.00	\$0.00	0%	■
MAC1147	MAC1147.605	Precalc Algebra/Trigonometry	30	Paris	\$157.50	\$157.50	\$0.00	0%	■

Board of Trustees Meeting - New Business - Consent agenda

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
MAC1147	MAC1147.601	Precalc Algebra/Trigonometry	30	Hoare	\$157.50	\$157.50	\$0.00	0%	■
	MAC1147.607	Precalc Algebra/Trigonometry	30	Murphy	\$157.50	\$157.50	\$0.00	0%	■
	MAC1147.603	Precalc Algebra/Trigonometry	30	Nallamshetty	\$157.50	\$157.50	\$0.00	0%	■
	MAC1147.604	Precalc Algebra/Trigonometry	30	Swartout	\$157.50	\$157.50	\$0.00	0%	■
	MAC1147.602	Precalc Algebra/Trigonometry	30	Nallamshetty	\$157.50	\$157.50	\$0.00	0%	■
	MAC1147.606	Precalc Algebra/Trigonometry	30	Paris	\$157.50	\$157.50	\$0.00	0%	■
MAC2233	MAC2233.691	Business Calculus	30	Bakhtyari	\$157.15	\$157.15	\$0.00	0%	■
	MAC2233.604	Business Calculus	30	Bakhtyari	\$157.15	\$157.15	\$0.00	0%	■
	MAC2233.601	Business Calculus	30	Nallamshetty	\$157.15	\$157.15	\$0.00	0%	■
	MAC2233.603	Business Calculus	30	Paris	\$157.15	\$157.15	\$0.00	0%	■
	MAC2233.602	Business Calculus	30	Bakhtyari	\$157.15	\$157.15	\$0.00	0%	■
MAC2311	MAC2311.603	Calculus I	26	Hoare	\$184.30	\$184.30	\$0.00	0%	■
	MAC2311.602	Calculus I	30	Hoare	\$184.30	\$184.30	\$0.00	0%	■
	MAC2311.691	Calculus I	30	Leite	\$184.30	\$184.30	\$0.00	0%	■
	MAC2311.601	Calculus I	30	Nallamshetty	\$184.30	\$184.30	\$0.00	0%	■
MGF1106	MGF1106.601	Finite Mathematics	30	Murphy	\$177.15	\$177.15	\$0.00	0%	■
	MGF1106.602	Finite Mathematics	30	Murphy	\$177.15	\$177.15	\$0.00	0%	■
	MGF1106.603	Finite Mathematics	30	Gibson-Dee	\$177.15	\$177.15	\$0.00	0%	■
MGF1107	MGF1107.601	Mathematics for Liberal Arts	30	Gibson-Dee	\$177.15	\$177.15	\$0.00	0%	■
	MGF1107.602	Mathematics for Liberal Arts	30	Stahl	\$177.15	\$177.15	\$0.00	0%	■
STA2023	STA2023.606	Introductory Statistics I	30	Janssens	\$185.00	\$185.00	\$0.00	0%	■
	STA2023.605	Introductory Statistics I	30	Janssens	\$185.00	\$185.00	\$0.00	0%	■
	STA2023.609	Introductory Statistics I	30	Murphy	\$185.00	\$185.00	\$0.00	0%	■
	STA2023.607	Introductory Statistics I	30	Trutie	\$185.00	\$185.00	\$0.00	0%	■
	STA2023.608	Introductory Statistics I	30	Stahl	\$185.00	\$185.00	\$0.00	0%	■
	STA2023.611	Introductory Statistics I	30	Murphy	\$185.00	\$185.00	\$0.00	0%	■
	STA2023.601	Introductory Statistics I	30	Stahl	\$185.00	\$185.00	\$0.00	0%	■
	STA2023.602	Introductory Statistics I	30	Janssens	\$185.00	\$185.00	\$0.00	0%	■
	STA2023.603	Introductory Statistics I	30	Stahl	\$185.00	\$185.00	\$0.00	0%	■
	STA2023.604	Introductory Statistics I	30	Trutie	\$185.00	\$185.00	\$0.00	0%	■
PHI									
PHI2010	PHI2010.601	Introduction to Philosophy	30	Starke	\$19.95	\$19.95	\$0.00	0%	■
POL									
POS2041	POS2041.601	American National Government	32	Scourfield McL	\$40.00	\$40.00	\$0.00	0%	■
PSY									
PSY3204	PSY3204.791	Psychological Statistics	120	Pezzo	\$137.15	\$137.15	\$0.00	0%	■
	PSY3204.601	Psychological Statistics	40	Owens	\$137.15	\$137.15	\$0.00	0%	■



Textbook Affordability Report

Course Section Variance

Fall 2017
Sarasota Campus
General Education Courses
Required Materials

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ANT									
ANT2410	ANT2410.521	Cultural Anthropology	25	Warner	\$112.00	\$112.00	\$0.00	0%	■
ART									
ARH2000	ARH2000.521	Art and Culture	25	Slaughter	\$147.35	\$147.35	\$0.00	0%	■
BIO									
BSC1005	BSC1005.521	Biological Prin For Non-Majors	35	Blackburn	\$132.80	\$132.80	\$0.00	0%	■
	BSC1005.522	Biological Prin For Non-Majors	35	Blackburn	\$132.80	\$132.80	\$0.00	0%	■
BSC2011	BSC2011.522	Bio II - Biological Diversity	54	Blackburn	\$259.60	\$259.60	\$0.00	0%	■
CHM									
CHM2045	CHM2045.521	General Chemistry I	52	Caswell	\$339.65	\$339.65	\$0.00	0%	■
	CHM2045.522	General Chemistry I	52	Caswell	\$339.65	\$339.65	\$0.00	0%	■
CHM2046	CHM2046.521	General Chemistry II	26	Caswell	\$242.20	\$242.20	\$0.00	0%	■
ECN									
ECO2013	ECO2013.521	Econ Princpl (Macroeconomics)	39	Snipes	\$139.30	\$139.30	\$0.00	0%	■
ECO2023	ECO2023.521	Econ Princpl (Microeconomics)	35	Snipes	\$139.30	\$139.30	\$0.00	0%	■
	ECO2023.522	Econ Princpl (Microeconomics)	36	Snipes	\$139.30	\$139.30	\$0.00	0%	■
ENG									
ENC1101	ENC1101.523	Composition I	25	Smith	\$133.35	\$63.12	\$70.23	53%	■
	ENC1101.521	Composition I	15	Ramsey	\$28.00	\$63.12	(\$35.12)	-125%	■
	ENC1101.522	Composition I	15	Ramsey	\$28.00	\$63.12	(\$35.12)	-125%	■
ENC1102	ENC1102.522	Composition II	25	Lawrence	\$16.00	\$16.00	\$0.00	0%	■
LIT2000	LIT2000.521	Introduction to Literature	25	Smith	\$66.65	\$66.65	\$0.00	0%	■
	LIT2000.522	Introduction to Literature	25	Senapati	\$66.65	\$66.65	\$0.00	0%	■
FIN									
GEB2011	GEB2011.521	Introduction to Business	25	Regal	\$343.00	\$343.00	\$0.00	0%	■
HUM									
HUM1020	HUM1020.521	Introduction to Humanities	25	Slaughter	\$94.40	\$94.40	\$0.00	0%	■
HUM2230	HUM2230.521	Renaissance - 20th Century	30	Gilbertson	\$79.25	\$79.25	\$0.00	0%	■
MTH									
MAC1105	MAC1105.591	College Algebra	16	Granstad	\$132.00	\$132.00	\$0.00	0%	■

Board of Trustees Meeting - New Business - Consent agenda

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
MAC1147	MAC1147.523	Precalc Algebra/Trigonometry	35	Hardesty	\$123.20	\$123.20	\$0.00	0%	■
MAC2233	MAC2233.521	Business Calculus	35	LaForge	\$178.55	\$178.55	\$0.00	0%	■
	MAC2233.522	Business Calculus	35	LaForge	\$178.55	\$178.55	\$0.00	0%	■
MAC2311	MAC2311.521	Calculus I	35	LaForge	\$250.00	\$250.00	\$0.00	0%	■
MAC2312	MAC2312.521	Calculus II	16	Warner	\$133.95	\$133.95	\$0.00	0%	■
MAD2104	MAD2104.522	Discrete Math	35	D'Andrea	\$99.95	\$99.95	\$0.00	0%	■
STA2023	STA2023.522	Introductory Statistics I	35	LaForge	\$185.00	\$149.67	\$35.33	19%	■
	STA2023.591	Introductory Statistics I	35	D'Andrea	\$185.00	\$149.67	\$35.33	19%	■
	STA2023.524	Introductory Statistics I	35	Pogoda	\$132.00	\$149.67	(\$17.67)	-13%	■
	STA2023.523	Introductory Statistics I	35	Warner	\$132.00	\$149.67	(\$17.67)	-13%	■
	STA2023.525	Introductory Statistics I	35	Warner	\$132.00	\$149.67	(\$17.67)	-13%	■
	STA2023.526	Introductory Statistics I	35	Pogoda	\$132.00	\$149.67	(\$17.67)	-13%	■
MUS									
MUL3011	MUL3011.591	Western Art Music in Your Life	30	Falwell	\$120.00	\$120.00	\$0.00	0%	■
PSY									
PSY2012	PSY2012.522	Intro to Psychological Science	30	Gillespie	\$156.40	\$156.40	\$0.00	0%	■
PSY3204	PSY3204.521	Psychological Statistics	25	Gillespie	\$137.15	\$203.55	(\$66.40)	-48%	■
	PSY3204.522	Psychological Statistics	25	Badanich	\$269.95	\$203.55	\$66.40	25%	■
SOC									
SYG2000	SYG2000.522	Introduction to Sociology	18	Hao	\$67.15	\$87.90	(\$20.75)	-31%	■
	SYG2000.521	Introduction to Sociology	30	Voelkl	\$108.65	\$87.90	\$20.75	19%	■
SPE									
SPC2608	SPC2608.521	Public Speaking	20	Grant	\$135.35	\$135.35	\$0.00	0%	■
	SPC2608.522	Public Speaking	25	Grant	\$135.35	\$135.35	\$0.00	0%	■
TAR									
THE2000	THE2000.521	Theater and Culture	25	Everett	\$182.30	\$182.30	\$0.00	0%	■



Textbook Affordability Report

Course Section Variance

Fall 2017
Sarasota Campus
General Education Courses
Recommended Materials

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ENG									
ENC1101	ENC1101.523	Composition I	25	Smith	\$40.00	\$40.00	\$0.00	0%	■
HTY									
AMH2010	AMH2010.521	American History I	15	Sprout	\$115.85	\$115.85	\$0.00	0%	■
	AMH2010.523	American History I	25	Sprout	\$115.85	\$115.85	\$0.00	0%	■
AMH2020	AMH2020.521	American History II	18	Sprout	\$115.85	\$115.85	\$0.00	0%	■
MTH									
MAC1105	MAC1105.521	College Algebra	35	Ortiz	\$257.80	\$257.80	\$0.00	0%	■
	MAC1105.522	College Algebra	35	Ortiz	\$257.80	\$257.80	\$0.00	0%	■
	MAC1105.523	College Algebra	35	Ortiz	\$257.80	\$257.80	\$0.00	0%	■
MAC1147	MAC1147.521	Precalc Algebra/Trigonometry	35	Warner	\$210.70	\$210.70	\$0.00	0%	■
	MAC1147.522	Precalc Algebra/Trigonometry	35	Warner	\$210.70	\$210.70	\$0.00	0%	■
MAC2312	MAC2312.521	Calculus II	16	Warner	\$336.65	\$336.65	\$0.00	0%	■
STA2023	STA2023.521	Introductory Statistics I	35	Ortiz	\$185.00	\$215.80	(\$30.80)	-17%	■
	STA2023.523	Introductory Statistics I	35	Warner	\$231.20	\$215.80	\$15.40	7%	■
	STA2023.525	Introductory Statistics I	35	Warner	\$231.20	\$215.80	\$15.40	7%	■
PHY									
PHY2048	PHY2048.521	General Physics I	16	Cheng	\$211.35	\$211.35	\$0.00	0%	■
PHY2053	PHY2053.521	General Physics I	35	Cheng	\$236.05	\$236.05	\$0.00	0%	■



Textbook Affordability Report

Course Section Variance

Spring 2018
Tampa Campus
General Education Courses
Required Materials

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ANT									
ANT2000	ANT2000.501	Introduction to Anthropology	100	Ford	\$163.00	\$126.48	\$36.53	22%	■
	ANT2000.001	Introduction to Anthropology	43	Tricarico	\$89.95	\$126.48	(\$36.53)	-41%	■
ANT2410	ANT2410.001	Cultural Anthropology	105	Ford	\$21.95	\$111.24	(\$89.29)	-407%	■
	ANT2410.007	Cultural Anthropology	43	Napora	\$66.95	\$111.24	(\$44.29)	-66%	■
	ANT2410.010	Cultural Anthropology	40	Caple	\$40.00	\$111.24	(\$71.24)	-178%	■
	ANT2410.501	Cultural Anthropology	84	Zarger	\$111.30	\$111.24	\$0.06	0%	■
	ANT2410.014	Cultural Anthropology	43	Castaneda	\$84.00	\$111.24	(\$27.24)	-32%	■
	ANT2410.012	Cultural Anthropology	43	Leisinger	\$81.35	\$111.24	(\$29.89)	-37%	■
	ANT2410.004	Cultural Anthropology	82	Yelvington	\$362.65	\$111.24	\$251.41	69%	■
	ANT2410.002	Cultural Anthropology	43	Olayiwola	\$81.35	\$111.24	(\$29.89)	-37%	■
	ANT2410.013	Cultural Anthropology	44	Jackson	\$136.90	\$111.24	\$25.66	19%	■
	ANT2410.005	Cultural Anthropology	60	Kadono	\$81.35	\$111.24	(\$29.89)	-37%	■
	ANT2410.003	Cultural Anthropology	43	Jayaram	\$155.85	\$111.24	\$44.61	29%	■
ANT2511	ANT2511.002	Biological Anthropology	38	Bethard	\$204.60	\$191.08	\$13.52	7%	■
	ANT2511.003	Biological Anthropology	41	Hentschel-Fey	\$164.05	\$191.08	(\$27.03)	-16%	■
	ANT2511.001	Biological Anthropology	50	Madrigal	\$204.60	\$191.08	\$13.52	7%	■
ANT3101	ANT3101.001	Archaeology	43	Taylor	\$108.95	\$155.90	(\$46.95)	-43%	■
	ANT3101.004	Archaeology	38	Miller	\$78.00	\$155.90	(\$77.90)	-100%	■
	ANT3101.005	Archaeology	42	Taylor	\$108.95	\$155.90	(\$46.95)	-43%	■
	ANT3101.002	Archaeology	30	White	\$327.70	\$155.90	\$171.80	52%	■
ARC									
ARC2211	ARC2211.700	Intro to Architecture	350	Hudson	\$134.35	\$134.35	\$0.00	0%	■
	ARC2211.001	Intro to Architecture	200	Hudson	\$134.35	\$134.35	\$0.00	0%	■
ART									
ARH2000	ARH2000.001	Art and Culture	200	Slaughter	\$147.35	\$147.35	\$0.00	0%	■
	ARH2000.003	Art and Culture	461	Slaughter	\$147.35	\$147.35	\$0.00	0%	■
ARH2050	ARH2050.901	History Of Visual Arts I	30	Merrill	\$178.00	\$178.00	\$0.00	0%	■
	ARH2050.902	History Of Visual Arts I	30	Merrill	\$178.00	\$178.00	\$0.00	0%	■
ARH2051	ARH2051.903	History Of Visual Arts II	30	Merrill	\$206.00	\$206.00	\$0.00	0%	■
	ARH2051.901	History Of Visual Arts II	30	Merrill	\$206.00	\$206.00	\$0.00	0%	■
	ARH2051.904	History Of Visual Arts II	30	Merrill	\$206.00	\$206.00	\$0.00	0%	■

Board of Trustees Meeting - New Business - Consent agenda

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ARH2051	ARH2051.902	History Of Visual Arts II	30	Merrill	\$206.00	\$206.00	\$0.00	0%	■
ARH3001	ARH3001.002	Introduction To Art	500	Slaughter	\$227.65	\$227.65	\$0.00	0%	■
ART2201C	ART2201C.003	Concepts and Practices I	100	Cheatham	\$26.95	\$26.95	\$0.00	0%	■
BCM									
BSC1020	BSC1020.799	The Biology of Humans	340	Vaughn	\$178.45	\$178.45	\$0.00	0%	■
BSC2010	BSC2010.004	Bio I - Cellular Processes	25	Upadhyaya	\$312.30	\$300.16	\$12.14	4%	■
	BSC2010.003	Bio I - Cellular Processes	305	Upadhyaya	\$312.30	\$300.16	\$12.14	4%	■
	BSC2010.007	Bio I - Cellular Processes	245	Brazelle	\$295.30	\$300.16	(\$4.86)	-2%	■
	BSC2010.008	Bio I - Cellular Processes	43	Brazelle	\$295.30	\$300.16	(\$4.86)	-2%	■
	BSC2010.011	Bio I - Cellular Processes	15	Sikorski	\$295.30	\$300.16	(\$4.86)	-2%	■
	BSC2010.798	Bio I - Cellular Processes	160	Vaughn	\$295.30	\$300.16	(\$4.86)	-2%	■
	BSC2010.010	Bio I - Cellular Processes	205	Sikorski	\$295.30	\$300.16	(\$4.86)	-2%	■
BSC2085	BSC2085.002	Anatomy Phys I for Hlth Prof	208	Brazelle	\$161.30	\$161.30	\$0.00	0%	■
	BSC2085.003	Anatomy Phys I for Hlth Prof	10	Brazelle	\$161.30	\$161.30	\$0.00	0%	■
BSC2086	BSC2086.005	Anatomy Phys II for Hlth Prof	200	Sikorski	\$237.25	\$237.25	\$0.00	0%	■
BIN									
BSC1005	BSC1005.008	Biological Prin For Non-Majors	20	Predmore	\$81.45	\$81.45	\$0.00	0%	■
	BSC1005.700	Biological Prin For Non-Majors	200	Rubelmann	\$81.45	\$81.45	\$0.00	0%	■
	BSC1005.017	Biological Prin For Non-Majors	20	Prevost	\$81.45	\$81.45	\$0.00	0%	■
	BSC1005.016	Biological Prin For Non-Majors	20	Predmore	\$81.45	\$81.45	\$0.00	0%	■
	BSC1005.014	Biological Prin For Non-Majors	20	Predmore	\$81.45	\$81.45	\$0.00	0%	■
	BSC1005.013	Biological Prin For Non-Majors	20	Prevost	\$81.45	\$81.45	\$0.00	0%	■
	BSC1005.012	Biological Prin For Non-Majors	20	Predmore	\$81.45	\$81.45	\$0.00	0%	■
	BSC1005.011	Biological Prin For Non-Majors	20	Predmore	\$81.45	\$81.45	\$0.00	0%	■
	BSC1005.007	Biological Prin For Non-Majors	20	Predmore	\$81.45	\$81.45	\$0.00	0%	■
	BSC1005.009	Biological Prin For Non-Majors	20	Predmore	\$81.45	\$81.45	\$0.00	0%	■
	BSC1005.006	Biological Prin For Non-Majors	20	Prevost	\$81.45	\$81.45	\$0.00	0%	■
	BSC1005.003	Biological Prin For Non-Majors	20	Prevost	\$81.45	\$81.45	\$0.00	0%	■
	BSC1005.001	Biological Prin For Non-Majors	20	Prevost	\$81.45	\$81.45	\$0.00	0%	■
	BSC1005.002	Biological Prin For Non-Majors	20	Prevost	\$81.45	\$81.45	\$0.00	0%	■
	BSC1005.010	Biological Prin For Non-Majors	20	Predmore	\$81.45	\$81.45	\$0.00	0%	■
	BSC1005.005	Biological Prin For Non-Majors	20	Prevost	\$81.45	\$81.45	\$0.00	0%	■
	BSC1005.004	Biological Prin For Non-Majors	20	Prevost	\$81.45	\$81.45	\$0.00	0%	■
BSC2011	BSC2011.001	Bio II - Biological Diversity	195	Osovitz	\$355.30	\$355.30	\$0.00	0%	■
	BSC2011.006	Bio II - Biological Diversity	300	Osovitz	\$355.30	\$355.30	\$0.00	0%	■
	BSC2011.007	Bio II - Biological Diversity	285	Rubelmann	\$355.30	\$355.30	\$0.00	0%	■

Board of Trustees Meeting - New Business - Consent agenda

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
CHM									
CHM2020	CHM2020.001	Chem for Liberal Studies I	100	Johnston	\$161.80	\$161.80	\$0.00	0%	■
CHM2045	CHM2045.002	General Chemistry I	216	Cruz	\$459.65	\$459.65	\$0.00	0%	■
	CHM2045.004	General Chemistry I	216	Ratliff	\$459.65	\$459.65	\$0.00	0%	■
	CHM2045.001	General Chemistry I	216	Zhang	\$459.65	\$459.65	\$0.00	0%	■
	CHM2045.003	General Chemistry I	216	Kulatunga	\$459.65	\$459.65	\$0.00	0%	■
CHM2046	CHM2046.004	General Chemistry II	190	Zhang	\$433.95	\$433.95	\$0.00	0%	■
	CHM2046.003	General Chemistry II	270	Ratliff	\$433.95	\$433.95	\$0.00	0%	■
	CHM2046.001	General Chemistry II	270	Ratliff	\$433.95	\$433.95	\$0.00	0%	■
	CHM2046.002	General Chemistry II	270	Lewis	\$433.95	\$433.95	\$0.00	0%	■
	CHM2046.901	General Chemistry II	270	Bryant	\$433.95	\$433.95	\$0.00	0%	■
	CHM2046.005	General Chemistry II	270	Bryant	\$433.95	\$433.95	\$0.00	0%	■
CJP									
CCJ3014	CCJ3014.001	Crime and Justice in America	350	Cass	\$234.20	\$234.20	\$0.00	0%	■
CLA									
CLA3103	CLA3103.001	Daily Life in Ancient Greece	75	Manolaraki	\$39.95	\$39.95	\$0.00	0%	■
CLA3124	CLA3124.001	Daily Life in Ancient Rome	75	Manolaraki	\$54.95	\$54.95	\$0.00	0%	■
CLT3370	CLT3370.002	Gods, Heroes, and Monsters	25	Hedrick	\$117.95	\$117.95	\$0.00	0%	■
	CLT3370.001	Gods, Heroes, and Monsters	100	Hedrick	\$117.95	\$117.95	\$0.00	0%	■
COM									
MMC3602	MMC3602.001	Mass Communication and Society	320	Garcia	\$180.00	\$180.00	\$0.00	0%	■
ECN									
ECO1000	ECO1000.020	Basic Economics	180	Bartlett	\$106.05	\$106.05	\$0.00	0%	■
ECO2013	ECO2013.701	Econ Princpl (Macroeconomics)	400	Criss	\$133.70	\$225.89	(\$92.19)	-69%	■
	ECO2013.903	Econ Princpl (Macroeconomics)	50	Rincon De Mun	\$203.95	\$225.89	(\$21.94)	-11%	■
	ECO2013.901	Econ Princpl (Macroeconomics)	85	Mantius	\$265.40	\$225.89	\$39.51	15%	■
	ECO2013.099	Econ Princpl (Macroeconomics)	65	Criss	\$203.95	\$225.89	(\$21.94)	-11%	■
	ECO2013.003	Econ Princpl (Macroeconomics)	47	Ghadyani	\$265.40	\$225.89	\$39.51	15%	■
	ECO2013.002	Econ Princpl (Macroeconomics)	40	Rincon De Mun	\$203.95	\$225.89	(\$21.94)	-11%	■
	ECO2013.902	Econ Princpl (Macroeconomics)	47	Hornung	\$265.40	\$225.89	\$39.51	15%	■
	ECO2013.001	Econ Princpl (Macroeconomics)	40	Petrova	\$265.40	\$225.89	\$39.51	15%	■
EGS									
EGN3615	EGN3615.701	Engr Econ Social/Global Impltn	130	Weng	\$165.90	\$150.43	\$15.48	9%	■
	EGN3615.003	Engr Econ Social/Global Impltn	24	Romero Rodrig	\$134.95	\$150.43	(\$15.48)	-11%	■
	EGN3615.001	Engr Econ Social/Global Impltn	150	Weng	\$165.90	\$150.43	\$15.48	9%	■
	EGN3615.901	Engr Econ Social/Global Impltn	100	Davila	\$134.95	\$150.43	(\$15.48)	-11%	■
EGS3720	EGS3720.001	Globalization & Technology	120	Schnitzler	\$190.95	\$190.95	\$0.00	0%	■

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EGS3720	EGS3720.701	Globalization & Technology	50	Schnitzler	\$190.95	\$190.95	\$0.00	0%	■
ENG									
ENC1101	ENC1101.901	Composition I	22	Nusspickel	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.014	Composition I	22	Uddin	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.015	Composition I	22	Diederich	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.016	Composition I	11	Weiss	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.024	Composition I	22	Romigh	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.020	Composition I	22	Romigh	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.025	Composition I	22	Martin	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.022	Composition I	22	Townsend	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.902	Composition I	22	Nusspickel	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.018	Composition I	22	Diederich	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.702	Composition I	22	Drugan	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.011	Composition I	11	Ruso	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.903	Composition I	22	Khawaja	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.003	Composition I	22	Weiss	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.023	Composition I	22	Rich	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.012	Composition I	22	Campbell	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.013	Composition I	22	Diederich	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.002	Composition I	22	Uddin	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.004	Composition I	11	Weiss	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.005	Composition I	22	Gazzardi	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.006	Composition I	22	Gazzardi	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.008	Composition I	21	Ruso	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.009	Composition I	22	Pearsall	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.010	Composition I	22	Rich	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.701	Composition I	22	Nusspickel	\$50.50	\$50.50	\$0.00	0%	■
	ENC1101.001	Composition I	11	Ruso	\$50.50	\$50.50	\$0.00	0%	■
ENC1102	ENC1102.712	Composition II	22	Carr	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.052	Composition II	22	Meeler	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.069	Composition II	22	Smith	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.711	Composition II	22	Jones	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.710	Composition II	22	Jones	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.709	Composition II	22	Gaspar	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.708	Composition II	22	Gaspar	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.098	Composition II	22	Nekrashevich	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.050	Composition II	22	Templeton	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.088	Composition II	22	Gubala	\$53.40	\$53.40	\$0.00	0%	■

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ENC1102	ENC1102.086	Composition II	22	Ray	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.084	Composition II	22	Waddington	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.082	Composition II	22	Waddington	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.077	Composition II	22	Scott	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.714	Composition II	22	Carr	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.070	Composition II	22	Coder	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.051	Composition II	22	Heiser	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.053	Composition II	22	Griffith	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.076	Composition II	22	Miles	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.717	Composition II	22	Hanson	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.909	Composition II	22	Miller	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.908	Composition II	22	Larson	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.906	Composition II	22	Drugan	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.910	Composition II	22	Miller	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.089	Composition II	22	Miller	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.715	Composition II	22	Hanson	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.093	Composition II	22	Coder	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.097	Composition II	22	Griffith	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.707	Composition II	22	Thornton	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.718	Composition II	22	Drugan	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.054	Composition II	22	Meeler	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.716	Composition II	22	Changamire	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.903	Composition II	22	Drugan	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.003	Composition II	22	Adams	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.014	Composition II	22	Collins	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.013	Composition II	22	Sidlasky	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.012	Composition II	22	Miller	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.035	Composition II	22	Harper	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.705	Composition II	22	Phillips	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.704	Composition II	22	Fischer	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.701	Composition II	22	Fischer	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.106	Composition II	22	Nance	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.105	Composition II	22	Nance	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.103	Composition II	22	Kastan	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.102	Composition II	22	Changamire	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.100	Composition II	22	Kastan	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.046	Composition II	22	Theodosiou	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.025	Composition II	22	Johnson	\$53.40	\$53.40	\$0.00	0%	■

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COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ENC1102	ENC1102.011	Composition II	22	Larson	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.024	Composition II	22	Ring	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.706	Composition II	22	Thornton	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.016	Composition II	22	Tobin	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.048	Composition II	22	Pernicano	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.015	Composition II	22	Collins	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.047	Composition II	22	Pernicano	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.018	Composition II	22	Sidlasky	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.019	Composition II	22	Fennell	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.021	Composition II	22	Fennell	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.022	Composition II	22	Fennell	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.002	Composition II	22	Gottlieb	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.068	Composition II	22	Nekrashevich	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.001	Composition II	22	Gottlieb	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.075	Composition II	22	Miles	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.063	Composition II	22	Templeton	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.062	Composition II	22	Ring	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.061	Composition II	22	Ring	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.078	Composition II	22	Scott	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.060	Composition II	22	Ring	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.059	Composition II	22	Coder	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.058	Composition II	22	Phillips	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.087	Composition II	22	Gubala	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.099	Composition II	22	Martin	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.045	Composition II	22	Theodosiou	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.039	Composition II	22	Ray	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.027	Composition II	22	Changamire	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.029	Composition II	22	Johnson	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.032	Composition II	22	Clute	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.041	Composition II	22	Josue	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.044	Composition II	22	Smith	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.056	Composition II	22	Pernicano	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.017	Composition II	22	Adams	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.033	Composition II	22	Clute	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.023	Composition II	22	Fennell	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.036	Composition II	22	Uddin	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.004	Composition II	22	Uddin	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.008	Composition II	22	Gill	\$53.40	\$53.40	\$0.00	0%	■

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ENC1102	ENC1102.007	Composition II	22	Bennington	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.006	Composition II	22	Missler	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.005	Composition II	22	Tobin	\$53.40	\$53.40	\$0.00	0%	■
	ENC1102.009	Composition II	22	Changamire	\$53.40	\$53.40	\$0.00	0%	■
LIT2000	LIT2000.013	Introduction to Literature	25	Tivnan	\$118.10	\$64.02	\$54.08	46%	■
	LIT2000.001	Introduction to Literature	25	Neumeister	\$101.65	\$64.02	\$37.63	37%	■
	LIT2000.002	Introduction to Literature	25	Le Van	\$63.80	\$64.02	(\$0.22)	0%	■
	LIT2000.003	Introduction to Literature	25	Curran	\$38.75	\$64.02	(\$25.27)	-65%	■
	LIT2000.702	Introduction to Literature	25	Alcorn	\$36.30	\$64.02	(\$27.72)	-76%	■
	LIT2000.005	Introduction to Literature	25	Stephens	\$44.95	\$64.02	(\$19.07)	-42%	■
	LIT2000.011	Introduction to Literature	25	Ricketts	\$20.00	\$64.02	(\$44.02)	-220%	■
	LIT2000.007	Introduction to Literature	25	Van Winkle	\$101.60	\$64.02	\$37.58	37%	■
	LIT2000.006	Introduction to Literature	25	Tootalian	\$16.00	\$64.02	(\$48.02)	-300%	■
	LIT2000.012	Introduction to Literature	25	Curran	\$38.75	\$64.02	(\$25.27)	-65%	■
	LIT2000.703	Introduction to Literature	25	Alcorn	\$36.30	\$64.02	(\$27.72)	-76%	■
	LIT2000.008	Introduction to Literature	25	Wholuba	\$86.65	\$64.02	\$22.63	26%	■
	LIT2000.021	Introduction to Literature	25	McAdams	\$26.00	\$64.02	(\$38.02)	-146%	■
	LIT2000.014	Introduction to Literature	25	Fawver	\$53.95	\$64.02	(\$10.07)	-19%	■
	LIT2000.009	Introduction to Literature	25	Wiggs	\$50.95	\$64.02	(\$13.07)	-26%	■
	LIT2000.022	Introduction to Literature	25	Curran	\$38.75	\$64.02	(\$25.27)	-65%	■
	LIT2000.700	Introduction to Literature	25	Wilson	\$86.80	\$64.02	\$22.78	26%	■
	LIT2000.701	Introduction to Literature	25	Wilson	\$86.80	\$64.02	\$22.78	26%	■
	LIT2000.019	Introduction to Literature	25	Penuliar	\$130.30	\$64.02	\$66.28	51%	■
	LIT2000.018	Introduction to Literature	25	Harper	\$96.65	\$64.02	\$32.63	34%	■
	LIT2000.017	Introduction to Literature	25	Curran	\$38.75	\$64.02	(\$25.27)	-65%	■
	LIT2000.016	Introduction to Literature	25	Kolba	\$73.90	\$64.02	\$9.88	13%	■
	LIT2000.015	Introduction to Literature	25	Wholuba	\$86.65	\$64.02	\$22.63	26%	■
ESB									
CGS2060	CGS2060.001	Intro to Computer Programming	40	Korzhova	\$45.00	\$45.00	\$0.00	0%	■
CGS2094	CGS2094.001	Cyber Ethics	50	Jeanty	\$122.80	\$122.80	\$0.00	0%	■
ESF									
EDF3514	EDF3514.002	History of Education in the US	35	Rowland	\$171.00	\$171.00	\$0.00	0%	■
FIN									
FIN2100	FIN2100.901	Personal Finance	42	Mattia	\$161.95	\$161.95	\$0.00	0%	■
GEY									
GEY2000	GEY2000.001	Introduction to Aging Sciences	100	Marino	\$75.00	\$75.00	\$0.00	0%	■
GEY3625	GEY3625.700	Sociological Aspects of Aging	75	Stanback	\$95.00	\$95.00	\$0.00	0%	■

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GEY4612	GEY4612.003	Psychology of Aging	35	Haley	\$240.00	\$240.00	\$0.00	0%	■
	GEY4612.001	Psychology of Aging	35	Smith	\$240.00	\$240.00	\$0.00	0%	■
	GEY4612.903	Psychology of Aging	25	Pappas	\$240.00	\$240.00	\$0.00	0%	■
	GEY4612.005	Psychology of Aging	45	Sadeq	\$240.00	\$240.00	\$0.00	0%	■
GEY4641	GEY4641.002	Death and Dying	10	Dobbs	\$185.15	\$185.15	\$0.00	0%	■
	GEY4641.901	Death and Dying	30	Etten	\$185.15	\$185.15	\$0.00	0%	■
	GEY4641.902	Death and Dying	10	Etten	\$185.15	\$185.15	\$0.00	0%	■
	GEY4641.001	Death and Dying	30	Dobbs	\$185.15	\$185.15	\$0.00	0%	■
HCS									
AMS2270	AMS2270.010	20th Century American Culture	17	Melko	\$24.00	\$27.50	(\$3.50)	-15%	■
	AMS2270.008	20th Century American Culture	17	Melko	\$24.00	\$27.50	(\$3.50)	-15%	■
	AMS2270.004	20th Century American Culture	7	Beeler	\$31.00	\$27.50	\$3.50	11%	■
	AMS2270.020	20th Century American Culture	6	Beeler	\$31.00	\$27.50	\$3.50	11%	■
	AMS2270.019	20th Century American Culture	17	Beeler	\$31.00	\$27.50	\$3.50	11%	■
	AMS2270.011	20th Century American Culture	17	Beeler	\$31.00	\$27.50	\$3.50	11%	■
	AMS2270.002	20th Century American Culture	7	Melko	\$24.00	\$27.50	(\$3.50)	-15%	■
	AMS2270.003	20th Century American Culture	6	Melko	\$24.00	\$27.50	(\$3.50)	-15%	■
HUM1020	HUM1020.001	Introduction to Humanities	200	Rinck	\$138.80	\$138.80	\$0.00	0%	■
HUM2210	HUM2210.001	Classical - Medieval Periods	75	D'Emilio	\$33.85	\$33.85	\$0.00	0%	■
HUM2522	HUM2522.001	Cultural Study of Pop Music	90	Berish	\$33.15	\$33.15	\$0.00	0%	■
HUM2593	HUM2593.001	Science in Cultural Context	35	Goldberg	\$56.95	\$56.95	\$0.00	0%	■
HON									
IDH3100	IDH3100.014	Arts/Humanities Honors	19	Falwell	\$45.95	\$75.93	(\$29.98)	-65%	■
	IDH3100.005	Arts/Humanities Honors	19	Stroop	\$167.90	\$75.93	\$91.97	55%	■
	IDH3100.011	Arts/Humanities Honors	19	Arbesu	\$48.95	\$75.93	(\$26.98)	-55%	■
	IDH3100.008	Arts/Humanities Honors	15	Tamang	\$43.95	\$75.93	(\$31.98)	-73%	■
	IDH3100.006	Arts/Humanities Honors	19	Stroop	\$167.90	\$75.93	\$91.97	55%	■
	IDH3100.001	Arts/Humanities Honors	19	Sakai	\$29.90	\$75.93	(\$46.03)	-154%	■
	IDH3100.003	Arts/Humanities Honors	19	Wilkins	\$26.95	\$75.93	(\$48.98)	-182%	■
IDH3350	IDH3350.006	Natural Sciences Honors	19	McIlrath	\$124.00	\$89.50	\$34.50	28%	■
	IDH3350.005	Natural Sciences Honors	19	Dixon	\$55.00	\$89.50	(\$34.50)	-63%	■
IDH3400	IDH3400.003	Soc/Behavioral Sciences Honors	19	Singh	\$66.90	\$114.80	(\$47.90)	-72%	■
	IDH3400.002	Soc/Behavioral Sciences Honors	19	Singh	\$66.90	\$114.80	(\$47.90)	-72%	■
	IDH3400.013	Soc/Behavioral Sciences Honors	19	Tavernier-Alma	\$89.15	\$114.80	(\$25.65)	-29%	■
	IDH3400.011	Soc/Behavioral Sciences Honors	14	Steier	\$46.50	\$114.80	(\$68.30)	-147%	■
	IDH3400.008	Soc/Behavioral Sciences Honors	19	Jenkins	\$69.95	\$114.80	(\$44.85)	-64%	■
	IDH3400.006	Soc/Behavioral Sciences Honors	19	James	\$363.55	\$114.80	\$248.75	68%	■
	IDH3400.005	Soc/Behavioral Sciences Honors	19	Funke	\$100.65	\$114.80	(\$14.15)	-14%	■

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COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
IDH3600	IDH3600.002	Seminar In Applied Ethics	19	Sgambati	\$24.95	\$72.98	(\$48.03)	-193%	■
	IDH3600.004	Seminar In Applied Ethics	19	Mccreery	\$47.95	\$72.98	(\$25.03)	-52%	■
	IDH3600.007	Seminar In Applied Ethics	19	Mccreery	\$105.65	\$72.98	\$32.67	31%	■
	IDH3600.008	Seminar In Applied Ethics	19	Rahmanovic	\$119.00	\$72.98	\$46.02	39%	■
	IDH3600.006	Seminar In Applied Ethics	19	Ditewig	\$67.35	\$72.98	(\$5.63)	-8%	■
IDH4200	IDH4200.018	Geographic Perspectives Honors	19	Davidson	\$20.00	\$68.45	(\$48.45)	-242%	■
	IDH4200.021	Geographic Perspectives Honors	19	Novoa	\$36.95	\$68.45	(\$31.50)	-85%	■
	IDH4200.016	Geographic Perspectives Honors	19	Tamang	\$76.35	\$68.45	\$7.90	10%	■
	IDH4200.012	Geographic Perspectives Honors	19	Ditewig	\$31.90	\$68.45	(\$36.55)	-115%	■
	IDH4200.010	Geographic Perspectives Honors	19	Singh	\$87.20	\$68.45	\$18.75	21%	■
	IDH4200.009	Geographic Perspectives Honors	18	Erben	\$17.00	\$68.45	(\$51.45)	-303%	■
	IDH4200.006	Geographic Perspectives Honors	19	Jawad	\$63.50	\$68.45	(\$4.95)	-8%	■
	IDH4200.004	Geographic Perspectives Honors	19	Cruz	\$19.95	\$68.45	(\$48.50)	-243%	■
	IDH4200.002	Geographic Perspectives Honors	19	Stroop	\$168.10	\$68.45	\$99.65	59%	■
	IDH4200.019	Geographic Perspectives Honors	19	Sakai	\$63.95	\$68.45	(\$4.50)	-7%	■
	IDH4200.017	Geographic Perspectives Honors	19	Stroop	\$168.10	\$68.45	\$99.65	59%	■

HTY

AMH2010	AMH2010.002	American History I	55	Vickers	\$76.60	\$76.60	\$0.00	0%	■
AMH2020	AMH2020.038	American History II	7	Brown	\$97.30	\$85.87	\$11.43	12%	■
	AMH2020.039	American History II	18	Chaves	\$97.30	\$85.87	\$11.43	12%	■
	AMH2020.040	American History II	7	Vickers	\$23.00	\$85.87	(\$62.87)	-273%	■
	AMH2020.042	American History II	17	Brown	\$97.30	\$85.87	\$11.43	12%	■
	AMH2020.009	American History II	17	Taylor	\$97.30	\$85.87	\$11.43	12%	■
	AMH2020.007	American History II	7	Taylor	\$97.30	\$85.87	\$11.43	12%	■
	AMH2020.036	American History II	17	Vickers	\$23.00	\$85.87	(\$62.87)	-273%	■
	AMH2020.702	American History II	50	Corbett	\$97.30	\$85.87	\$11.43	12%	■
	AMH2020.033	American History II	18	Arbisi	\$97.30	\$85.87	\$11.43	12%	■
	AMH2020.041	American History II	7	Chaves	\$97.30	\$85.87	\$11.43	12%	■
	AMH2020.034	American History II	7	Arbisi	\$97.30	\$85.87	\$11.43	12%	■
	AMH2020.028	American History II	17	Arbisi	\$97.30	\$85.87	\$11.43	12%	■
	AMH2020.029	American History II	7	Arbisi	\$97.30	\$85.87	\$11.43	12%	■
EUH2011	EUH2011.010	Ancient History I	70	Murray	\$23.00	\$23.00	\$0.00	0%	■
EUH2031	EUH2031.006	Modern European History II	30	Krummerich	\$41.70	\$41.70	\$0.00	0%	■
LAH2020	LAH2020.008	Latin American Civilization	90	Novoa	\$68.00	\$68.00	\$0.00	0%	■

IGS

AFA2000	AFA2000.797	Intro to the Black Experience	90	Lahey	\$73.95	\$65.60	\$8.35	11%	■
	AFA2000.798	Intro to the Black Experience	90	Lahey	\$73.95	\$65.60	\$8.35	11%	■
	AFA2000.901	Intro to the Black Experience	60	Ponton	\$48.90	\$65.60	(\$16.70)	-34%	■

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COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
AFH3100	AFH3100.001	African History to 1850	47	Kissi	\$88.30	\$88.30	\$0.00	0%	■
AFH3200	AFH3200.001	African History since 1850	45	Kissi	\$87.25	\$87.25	\$0.00	0%	■
AMH3572	AMH3572.015	African Amer History since 1865	55	Lahey	\$126.60	\$126.60	\$0.00	0%	■
AMS3700	AMS3700.001	Racism in American Society	55	Kaplan	\$44.55	\$44.55	\$0.00	0%	■
POS2041	POS2041.700	American National Government	200	Merrick	\$100.00	\$158.58	(\$58.58)	-59%	■
	POS2041.001	American National Government	47	Bertalan	\$217.15	\$158.58	\$58.58	27%	■
SPC3710	SPC3710.011	Communication & Diversity	30	James	\$16.00	\$16.00	\$0.00	0%	■
ISS									
STA2122	STA2122.002	Social Science Statistics	47	Maconi	\$116.00	\$100.63	\$15.38	13%	■
	STA2122.902	Social Science Statistics	55	Zeller	\$88.00	\$100.63	(\$12.63)	-14%	■
	STA2122.501	Social Science Statistics	165	Toothman	\$116.00	\$100.63	\$15.38	13%	■
	STA2122.006	Social Science Statistics	43	Tegegne	\$122.00	\$100.63	\$21.38	18%	■
	STA2122.005	Social Science Statistics	55	Zeller	\$88.00	\$100.63	(\$12.63)	-14%	■
	STA2122.003	Social Science Statistics	55	Zeller	\$88.00	\$100.63	(\$12.63)	-14%	■
	STA2122.001	Social Science Statistics	47	Engelman	\$99.00	\$100.63	(\$1.63)	-2%	■
	STA2122.004	Social Science Statistics	55	Cooper	\$88.00	\$100.63	(\$12.63)	-14%	■
LIS									
LIS2005	LIS2005.721	Library & Internet Res Skills	50	Cox	\$63.15	\$63.15	\$0.00	0%	■
	LIS2005.724	Library & Internet Res Skills	50	Cox	\$63.15	\$63.15	\$0.00	0%	■
	LIS2005.722	Library & Internet Res Skills	50	Cox	\$63.15	\$63.15	\$0.00	0%	■
MSC									
OCE2001	OCE2001.650	Introduction to Oceanography	260	Arellano	\$167.85	\$167.85	\$0.00	0%	■
	OCE2001.634	Introduction to Oceanography	50	Greely	\$167.85	\$167.85	\$0.00	0%	■
MTH									
MAC1105	MAC1105.003	College Algebra	147	McWaters	\$267.85	\$257.85	\$10.00	4%	■
	MAC1105.901	College Algebra	65	Grupchev	\$267.85	\$257.85	\$10.00	4%	■
	MAC1105.799	College Algebra	10	Hopf	\$207.85	\$257.85	(\$50.00)	-24%	■
	MAC1105.001	College Algebra	147	Rothstein	\$267.85	\$257.85	\$10.00	4%	■
	MAC1105.002	College Algebra	147	McWaters	\$267.85	\$257.85	\$10.00	4%	■
	MAC1105.099	College Algebra	60	Bagherian	\$267.85	\$257.85	\$10.00	4%	■
MAC1147	MAC1147.004	Precalc Algebra/Trigonometry	123	Freeman	\$267.85	\$259.28	\$8.57	3%	■
	MAC1147.005	Precalc Algebra/Trigonometry	123	Freeman	\$267.85	\$259.28	\$8.57	3%	■
	MAC1147.001	Precalc Algebra/Trigonometry	119	Masagutova	\$267.85	\$259.28	\$8.57	3%	■
	MAC1147.002	Precalc Algebra/Trigonometry	123	Ratti	\$267.85	\$259.28	\$8.57	3%	■
	MAC1147.003	Precalc Algebra/Trigonometry	123	Freeman	\$267.85	\$259.28	\$8.57	3%	■
	MAC1147.799	Precalc Algebra/Trigonometry	10	Hopf	\$207.85	\$259.28	(\$51.43)	-25%	■
	MAC1147.901	Precalc Algebra/Trigonometry	40	Ahmed	\$267.85	\$259.28	\$8.57	3%	■

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COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
MAC2233	MAC2233.003	Business Calculus	30	Lappano	\$231.45	\$228.29	\$3.16	1%	■
	MAC2233.014	Business Calculus	30	Lappano	\$231.45	\$228.29	\$3.16	1%	■
	MAC2233.001	Business Calculus	30	Lappano	\$231.45	\$228.29	\$3.16	1%	■
	MAC2233.012	Business Calculus	30	Lappano	\$231.45	\$228.29	\$3.16	1%	■
	MAC2233.004	Business Calculus	30	Lappano	\$231.45	\$228.29	\$3.16	1%	■
	MAC2233.005	Business Calculus	30	Lappano	\$231.45	\$228.29	\$3.16	1%	■
	MAC2233.006	Business Calculus	30	Lappano	\$231.45	\$228.29	\$3.16	1%	■
	MAC2233.011	Business Calculus	30	Lappano	\$231.45	\$228.29	\$3.16	1%	■
	MAC2233.013	Business Calculus	30	Lappano	\$231.45	\$228.29	\$3.16	1%	■
	MAC2233.023	Business Calculus	24	Kotarinos	\$231.45	\$228.29	\$3.16	1%	■
	MAC2233.015	Business Calculus	30	Lappano	\$231.45	\$228.29	\$3.16	1%	■
	MAC2233.016	Business Calculus	30	Lappano	\$231.45	\$228.29	\$3.16	1%	■
	MAC2233.021	Business Calculus	24	Kotarinos	\$231.45	\$228.29	\$3.16	1%	■
	MAC2233.799	Business Calculus	45	Rajaram	\$171.45	\$228.29	(\$56.84)	-33%	■
	MAC2233.022	Business Calculus	24	Kotarinos	\$231.45	\$228.29	\$3.16	1%	■
	MAC2233.901	Business Calculus	22	Lappano	\$231.45	\$228.29	\$3.16	1%	■
	MAC2233.902	Business Calculus	22	Lappano	\$231.45	\$228.29	\$3.16	1%	■
	MAC2233.002	Business Calculus	30	Lappano	\$231.45	\$228.29	\$3.16	1%	■
	MAC2233.024	Business Calculus	24	Kotarinos	\$231.45	\$228.29	\$3.16	1%	■
MAC2241	MAC2241.003	Life Sciences Calculus I	30	Bieske	\$344.75	\$344.75	\$0.00	0%	■
	MAC2241.002	Life Sciences Calculus I	30	Bieske	\$344.75	\$344.75	\$0.00	0%	■
	MAC2241.004	Life Sciences Calculus I	30	Bieske	\$344.75	\$344.75	\$0.00	0%	■
	MAC2241.005	Life Sciences Calculus I	30	Bieske	\$344.75	\$344.75	\$0.00	0%	■
	MAC2241.006	Life Sciences Calculus I	30	Bieske	\$344.75	\$344.75	\$0.00	0%	■
	MAC2241.011	Life Sciences Calculus I	30	Dizona	\$344.75	\$344.75	\$0.00	0%	■
	MAC2241.001	Life Sciences Calculus I	30	Bieske	\$344.75	\$344.75	\$0.00	0%	■
	MAC2241.014	Life Sciences Calculus I	30	Dizona	\$344.75	\$344.75	\$0.00	0%	■
	MAC2241.012	Life Sciences Calculus I	30	Dizona	\$344.75	\$344.75	\$0.00	0%	■
	MAC2241.016	Life Sciences Calculus I	30	Dizona	\$344.75	\$344.75	\$0.00	0%	■
	MAC2241.901	Life Sciences Calculus I	30	Garapati	\$344.75	\$344.75	\$0.00	0%	■
	MAC2241.902	Life Sciences Calculus I	30	Garapati	\$344.75	\$344.75	\$0.00	0%	■
	MAC2241.903	Life Sciences Calculus I	30	Garapati	\$344.75	\$344.75	\$0.00	0%	■
	MAC2241.013	Life Sciences Calculus I	30	Dizona	\$344.75	\$344.75	\$0.00	0%	■
	MAC2241.015	Life Sciences Calculus I	30	Dizona	\$344.75	\$344.75	\$0.00	0%	■
MAC2242	MAC2242.901	Life Sciences Calculus II	43	Grinshpan	\$284.75	\$284.75	\$0.00	0%	■
MAC2281	MAC2281.001	Engineering Calculus I	48	Burgos	\$100.00	\$122.50	(\$22.50)	-23%	■
	MAC2281.003	Engineering Calculus I	48	Grupchev	\$100.00	\$122.50	(\$22.50)	-23%	■
	MAC2281.901	Engineering Calculus I	60	Kartsatos	\$100.00	\$122.50	(\$22.50)	-23%	■

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COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING	
MAC2281	MAC2281.014	Engineering Calculus I	33	Masagutova	\$160.00	\$122.50	\$37.50	23%	■	
	MAC2281.012	Engineering Calculus I	33	Masagutova	\$160.00	\$122.50	\$37.50	23%	■	
	MAC2281.011	Engineering Calculus I	33	Masagutova	\$160.00	\$122.50	\$37.50	23%	■	
	MAC2281.004	Engineering Calculus I	60	Connelly	\$100.00	\$122.50	(\$22.50)	-23%	■	
	MAC2281.006	Engineering Calculus I	60	Burgos	\$100.00	\$122.50	(\$22.50)	-23%	■	
MAC2282	MAC2282.006	Engineering Calculus II	55	McAveety	\$191.80	\$191.80	\$0.00	0%	■	
	MAC2282.004	Engineering Calculus II	55	McAveety	\$191.80	\$191.80	\$0.00	0%	■	
	MAC2282.002	Engineering Calculus II	48	Garapati	\$191.80	\$191.80	\$0.00	0%	■	
	MAC2282.005	Engineering Calculus II	48	Chitikov	\$191.80	\$191.80	\$0.00	0%	■	
	MAC2282.901	Engineering Calculus II	54	Kerr	\$191.80	\$191.80	\$0.00	0%	■	
	MAC2282.001	Engineering Calculus II	45	McAveety	\$191.80	\$191.80	\$0.00	0%	■	
	MAC2282.003	Engineering Calculus II	55	McAveety	\$191.80	\$191.80	\$0.00	0%	■	
MAC2282.902	MAC2282.902	Engineering Calculus II	47	Grinshpan	\$191.80	\$191.80	\$0.00	0%	■	
	MAC2311	MAC2311.002	Calculus I	60	Beneteau	\$100.00	\$100.00	\$0.00	0%	■
		MAC2311.004	Calculus I	55	Connelly	\$100.00	\$100.00	\$0.00	0%	■
		MAC2311.001	Calculus I	60	Iezzi	\$100.00	\$100.00	\$0.00	0%	■
		MAC2311.901	Calculus I	52	Grizzard	\$100.00	\$100.00	\$0.00	0%	■
		MAC2311.006	Calculus I	55	Mccolm	\$100.00	\$100.00	\$0.00	0%	■
		MAC2311.005	Calculus I	55	Masagutova	\$100.00	\$100.00	\$0.00	0%	■
MAC2311.003		Calculus I	60	Hernandez Vier	\$100.00	\$100.00	\$0.00	0%	■	
MAC2312	MAC2312.001	Calculus II	55	Etcheberry	\$191.80	\$191.80	\$0.00	0%	■	
	MAC2312.901	Calculus II	55	Hou	\$191.80	\$191.80	\$0.00	0%	■	
	MAC2312.002	Calculus II	55	Connelly	\$191.80	\$191.80	\$0.00	0%	■	
	MAC2312.005	Calculus II	55	Appiah	\$191.80	\$191.80	\$0.00	0%	■	
	MAC2312.003	Calculus II	55	Lee	\$191.80	\$191.80	\$0.00	0%	■	
MGF1106	MGF1106.901	Finite Mathematics	46	Theado	\$352.50	\$332.50	\$20.00	6%	■	
	MGF1106.001	Finite Mathematics	180	Bieske	\$352.50	\$332.50	\$20.00	6%	■	
	MGF1106.799	Finite Mathematics	10	Hopf	\$292.50	\$332.50	(\$40.00)	-14%	■	
MGF1107	MGF1107.001	Mathematics for Liberal Arts	105	Bieske	\$235.70	\$235.70	\$0.00	0%	■	
STA2023	STA2023.024	Introductory Statistics I	30	Mudunuru	\$186.45	\$186.45	\$0.00	0%	■	
	STA2023.023	Introductory Statistics I	30	Mudunuru	\$186.45	\$186.45	\$0.00	0%	■	
	STA2023.022	Introductory Statistics I	30	Mudunuru	\$186.45	\$186.45	\$0.00	0%	■	
	STA2023.021	Introductory Statistics I	30	Mudunuru	\$186.45	\$186.45	\$0.00	0%	■	
	STA2023.016	Introductory Statistics I	30	Mudunuru	\$186.45	\$186.45	\$0.00	0%	■	
	STA2023.014	Introductory Statistics I	30	Mudunuru	\$186.45	\$186.45	\$0.00	0%	■	
	STA2023.013	Introductory Statistics I	30	Mudunuru	\$186.45	\$186.45	\$0.00	0%	■	
	STA2023.012	Introductory Statistics I	30	Mudunuru	\$186.45	\$186.45	\$0.00	0%	■	
	STA2023.904	Introductory Statistics I	30	Pokhrel	\$186.45	\$186.45	\$0.00	0%	■	

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COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
STA2023	STA2023.035	Introductory Statistics I	30	Sanders	\$186.45	\$186.45	\$0.00	0%	■
	STA2023.027	Introductory Statistics I	30	Mudunuru	\$186.45	\$186.45	\$0.00	0%	■
	STA2023.015	Introductory Statistics I	30	Mudunuru	\$186.45	\$186.45	\$0.00	0%	■
	STA2023.026	Introductory Statistics I	30	Mudunuru	\$186.45	\$186.45	\$0.00	0%	■
	STA2023.905	Introductory Statistics I	30	Pokhrel	\$186.45	\$186.45	\$0.00	0%	■
	STA2023.028	Introductory Statistics I	30	Mudunuru	\$186.45	\$186.45	\$0.00	0%	■
	STA2023.029	Introductory Statistics I	30	Mudunuru	\$186.45	\$186.45	\$0.00	0%	■
	STA2023.031	Introductory Statistics I	30	Sanders	\$186.45	\$186.45	\$0.00	0%	■
	STA2023.032	Introductory Statistics I	30	Sanders	\$186.45	\$186.45	\$0.00	0%	■
	STA2023.034	Introductory Statistics I	30	Sanders	\$186.45	\$186.45	\$0.00	0%	■
	STA2023.036	Introductory Statistics I	30	Sanders	\$186.45	\$186.45	\$0.00	0%	■
	STA2023.799	Introductory Statistics I	50	Rajaram	\$186.45	\$186.45	\$0.00	0%	■
	STA2023.902	Introductory Statistics I	30	Pokhrel	\$186.45	\$186.45	\$0.00	0%	■
	STA2023.025	Introductory Statistics I	30	Mudunuru	\$186.45	\$186.45	\$0.00	0%	■
	STA2023.011	Introductory Statistics I	30	Mudunuru	\$186.45	\$186.45	\$0.00	0%	■
	STA2023.901	Introductory Statistics I	30	Pokhrel	\$186.45	\$186.45	\$0.00	0%	■
	STA2023.033	Introductory Statistics I	30	Sanders	\$186.45	\$186.45	\$0.00	0%	■
MUS									
MUH2051	MUH2051.701	Folk/Trad Music World Cultures	125	Robison	\$108.10	\$108.10	\$0.00	0%	■
MUH3016	MUH3016.700	Survey Of Jazz	500	Wilkins	\$141.45	\$141.45	\$0.00	0%	■
	MUH3016.701	Survey Of Jazz	1500	Wilkins	\$141.45	\$141.45	\$0.00	0%	■
MUL2010	MUL2010.701	Music and Culture	400	Barlar	\$119.95	\$119.95	\$0.00	0%	■
MUL3011	MUL3011.701	Western Art Music in Your Life	250	Lee	\$135.70	\$135.70	\$0.00	0%	■
PHI									
PHI1103	PHI1103.001	Critical Thinking	47	Cooper	\$67.00	\$52.00	\$15.00	22%	■
	PHI1103.007	Critical Thinking	47	Mitchell	\$54.00	\$52.00	\$2.00	4%	■
	PHI1103.011	Critical Thinking	48	Mccoige	\$35.00	\$52.00	(\$17.00)	-49%	■
PHI1401	PHI1401.007	Science and Society	48	Badger	\$15.00	\$48.98	(\$33.98)	-227%	■
	PHI1401.001	Science and Society	47	Spink	\$82.95	\$48.98	\$33.98	41%	■
PHI1600	PHI1600.011	Introduction To Ethics	47	Manning	\$54.95	\$45.95	\$9.00	16%	■
	PHI1600.013	Introduction To Ethics	47	Mare	\$36.95	\$45.95	(\$9.00)	-24%	■
PHI2010	PHI2010.009	Introduction to Philosophy	50	Sachdev	\$144.95	\$86.12	\$58.83	41%	■
	PHI2010.008	Introduction to Philosophy	50	Dutton	\$58.00	\$86.12	(\$28.12)	-48%	■
	PHI2010.005	Introduction to Philosophy	75	Braver	\$129.70	\$86.12	\$43.58	34%	■
	PHI2010.006	Introduction to Philosophy	50	Rayman	\$86.00	\$86.12	(\$0.12)	0%	■
	PHI2010.007	Introduction to Philosophy	44	Monson	\$79.95	\$86.12	(\$6.17)	-8%	■
	PHI2010.901	Introduction to Philosophy	48	Miller	\$44.95	\$86.12	(\$41.17)	-92%	■
	PHI2010.791	Introduction to Philosophy	50	Underkuffler	\$44.90	\$86.12	(\$41.22)	-92%	■

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COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
PHI2010	PHI2010.004	Introduction to Philosophy	48	Rayman	\$86.00	\$86.12	(\$0.12)	0%	■
	PHI2010.002	Introduction to Philosophy	25	Brown	\$100.60	\$86.12	\$14.48	14%	■
PHI2101	PHI2101.005	Introduction to Formal Logic	50	Spink	\$168.00	\$168.00	\$0.00	0%	■
PHY									
PHY2020	PHY2020.001	Conceptual Physics	275	Pradhan	\$164.30	\$157.45	\$6.85	4%	■
	PHY2020.002	Conceptual Physics	225	Criss	\$150.60	\$157.45	(\$6.85)	-5%	■
PHY2048	PHY2048.801	General Physics I	250	Voronine	\$211.35	\$211.35	\$0.00	0%	■
	PHY2048.802	General Physics I	250	Pan	\$211.35	\$211.35	\$0.00	0%	■
	PHY2048.981	General Physics I	250	Criss	\$211.35	\$211.35	\$0.00	0%	■
PHY2049	PHY2049.981	General Physics II	250	McCormick	\$211.35	\$211.35	\$0.00	0%	■
	PHY2049.801	General Physics II	250	Criss	\$211.35	\$211.35	\$0.00	0%	■
PHY2053	PHY2053.802	General Physics I	290	Lisenkov	\$199.95	\$199.95	\$0.00	0%	■
	PHY2053.801	General Physics I	290	Pradhan	\$199.95	\$199.95	\$0.00	0%	■
	PHY2053.803	General Physics I	290	Luhach	\$199.95	\$199.95	\$0.00	0%	■
PHY2054	PHY2054.802	General Physics II	275	Witanachchi	\$199.95	\$199.95	\$0.00	0%	■
	PHY2054.803	General Physics II	200	Woods	\$199.95	\$199.95	\$0.00	0%	■
	PHY2054.981	General Physics II	275	Chen	\$199.95	\$199.95	\$0.00	0%	■
	PHY2054.801	General Physics II	275	Chen	\$199.95	\$199.95	\$0.00	0%	■
PHY2060	PHY2060.001	Enriched General Physics I	36	Srikanth	\$211.35	\$211.35	\$0.00	0%	■
PSY									
GEY4612	GEY4612.904	Psychology of Aging	25	Pappas	\$240.00	\$240.00	\$0.00	0%	■
	GEY4612.006	Psychology of Aging	45	Sadeq	\$240.00	\$240.00	\$0.00	0%	■
	GEY4612.004	Psychology of Aging	55	Haley	\$240.00	\$240.00	\$0.00	0%	■
	GEY4612.002	Psychology of Aging	55	Smith	\$240.00	\$240.00	\$0.00	0%	■
PSY2012	PSY2012.003	Intro to Psychological Science	35	Noll	\$188.55	\$182.74	\$5.81	3%	■
	PSY2012.002	Intro to Psychological Science	35	Noll	\$188.55	\$182.74	\$5.81	3%	■
	PSY2012.006	Intro to Psychological Science	35	Noll	\$188.55	\$182.74	\$5.81	3%	■
	PSY2012.012	Intro to Psychological Science	35	Schneider-Wrig	\$188.55	\$182.74	\$5.81	3%	■
	PSY2012.011	Intro to Psychological Science	35	Schneider-Wrig	\$188.55	\$182.74	\$5.81	3%	■
	PSY2012.008	Intro to Psychological Science	35	Noll	\$188.55	\$182.74	\$5.81	3%	■
	PSY2012.007	Intro to Psychological Science	35	Noll	\$188.55	\$182.74	\$5.81	3%	■
	PSY2012.005	Intro to Psychological Science	35	Noll	\$188.55	\$182.74	\$5.81	3%	■
	PSY2012.004	Intro to Psychological Science	35	Noll	\$188.55	\$182.74	\$5.81	3%	■
	PSY2012.015	Intro to Psychological Science	35	Schneider-Wrig	\$188.55	\$182.74	\$5.81	3%	■
	PSY2012.001	Intro to Psychological Science	35	Noll	\$188.55	\$182.74	\$5.81	3%	■
	PSY2012.016	Intro to Psychological Science	35	Schneider-Wrig	\$188.55	\$182.74	\$5.81	3%	■
	PSY2012.901	Intro to Psychological Science	260	Noll	\$107.15	\$182.74	(\$75.59)	-71%	■
	PSY2012.017	Intro to Psychological Science	35	Schneider-Wrig	\$188.55	\$182.74	\$5.81	3%	■

Board of Trustees Meeting - New Business - Consent agenda

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
PSY3204	PSY3204.015	Psychological Statistics	26	Dube	\$252.05	\$232.37	\$19.68	8%	■
	PSY3204.011	Psychological Statistics	26	Dube	\$252.05	\$232.37	\$19.68	8%	■
	PSY3204.010	Psychological Statistics	26	Dube	\$252.05	\$232.37	\$19.68	8%	■
	PSY3204.013	Psychological Statistics	26	Dube	\$252.05	\$232.37	\$19.68	8%	■
	PSY3204.012	Psychological Statistics	26	Dube	\$252.05	\$232.37	\$19.68	8%	■
	PSY3204.014	Psychological Statistics	26	Dube	\$252.05	\$232.37	\$19.68	8%	■
	PSY3204.004	Psychological Statistics	85	Talboy	\$114.30	\$232.37	(\$118.07)	-103%	■
QMB									
QMB2100	QMB2100.903	Bus Economic Statistics I	128	Dummeldinger	\$259.50	\$259.50	\$0.00	0%	■
	QMB2100.901	Bus Economic Statistics I	128	Dummeldinger	\$259.50	\$259.50	\$0.00	0%	■
	QMB2100.099	Bus Economic Statistics I	50	Dummeldinger	\$259.50	\$259.50	\$0.00	0%	■
	QMB2100.902	Bus Economic Statistics I	128	Dummeldinger	\$259.50	\$259.50	\$0.00	0%	■
REL									
REL2166	REL2166.002	Intro to Religion and Ecology	100	Saunders	\$33.60	\$33.60	\$0.00	0%	■
REL2300	REL2300.003	Intro to World Religions	150	Dechant	\$183.60	\$196.34	(\$12.74)	-7%	■
	REL2300.009	Intro to World Religions	200	Schneider	\$215.45	\$196.34	\$19.11	9%	■
	REL2300.001	Intro to World Religions	150	Saunders	\$183.60	\$196.34	(\$12.74)	-7%	■
	REL2300.002	Intro to World Religions	150	Saunders	\$183.60	\$196.34	(\$12.74)	-7%	■
	REL2300.008	Intro to World Religions	45	Schneider	\$215.45	\$196.34	\$19.11	9%	■
REL3111	REL3111.002	Religious Quest in Cont Films	43	Stidham Rogers	\$113.80	\$113.80	\$0.00	0%	■
REL3131	REL3131.901	New Religions in America	38	Cucalon	\$134.15	\$134.15	\$0.00	0%	■
SGS									
ESC2000	ESC2000.797	Introduction to Earth Science	100	Defant	\$176.00	\$186.04	(\$10.04)	-6%	■
	ESC2000.003	Introduction to Earth Science	80	Marshall	\$194.80	\$186.04	\$8.76	4%	■
	ESC2000.002	Introduction to Earth Science	80	Juster	\$194.80	\$186.04	\$8.76	4%	■
	ESC2000.005	Introduction to Earth Science	60	McIlrath	\$178.55	\$186.04	(\$7.49)	-4%	■
EVR2001	EVR2001.002	Intro to Environmental Science	200	Panzik	\$199.30	\$199.30	\$0.00	0%	■
	EVR2001.001	Intro to Environmental Science	195	Panzik	\$199.30	\$199.30	\$0.00	0%	■
GEA2000	GEA2000.001	World Regional Geography	195	Graham	\$168.30	\$131.45	\$36.85	22%	■
	GEA2000.501	World Regional Geography	300	Walton	\$94.60	\$131.45	(\$36.85)	-39%	■
GEO2200	GEO2200.001	Intro to Physical Geography	27	Graham	\$180.00	\$180.00	\$0.00	0%	■
GEO2400	GEO2400.001	Human Geography	80	Graham	\$38.00	\$38.00	\$0.00	0%	■
GLY2010	GLY2010.003	Dyn Earth: Intro to Phys Geol	55	McIlrath	\$156.00	\$156.00	\$0.00	0%	■
	GLY2010.002	Dyn Earth: Intro to Phys Geol	20	Charbonnier	\$156.00	\$156.00	\$0.00	0%	■
SOC									
SYD3700	SYD3700.001	Racial and Ethnic Relations	50	Withers	\$88.00	\$88.00	\$0.00	0%	■
SYG2000	SYG2000.017	Introduction to Sociology	38	Tyson	\$159.65	\$97.48	\$62.17	39%	■

Board of Trustees Meeting - New Business - Consent agenda

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
SYG2000	SYG2000.002	Introduction to Sociology	75	Friedman	\$107.15	\$97.48	\$9.67	9%	■
	SYG2000.003	Introduction to Sociology	24	Kwan	\$84.30	\$97.48	(\$13.18)	-16%	■
	SYG2000.004	Introduction to Sociology	24	Kwan	\$107.15	\$97.48	\$9.67	9%	■
	SYG2000.006	Introduction to Sociology	24	Veras	\$67.15	\$97.48	(\$30.33)	-45%	■
	SYG2000.008	Introduction to Sociology	47	Liu	\$202.45	\$97.48	\$104.97	52%	■
	SYG2000.010	Introduction to Sociology	24	Veras	\$84.30	\$97.48	(\$13.18)	-16%	■
	SYG2000.011	Introduction to Sociology	47	Altice	\$103.00	\$97.48	\$5.52	5%	■
	SYG2000.012	Introduction to Sociology	50	Serrao Santana	\$93.70	\$97.48	(\$3.78)	-4%	■
	SYG2000.013	Introduction to Sociology	48	Venter	\$89.00	\$97.48	(\$8.48)	-10%	■
	SYG2000.007	Introduction to Sociology	47	Blackwell	\$129.75	\$97.48	\$32.27	25%	■
	SYG2000.501	Introduction to Sociology	165	Toothman	\$39.95	\$97.48	(\$57.53)	-144%	■
	SYG2000.901	Introduction to Sociology	55	Greek	\$108.00	\$97.48	\$10.52	10%	■
	SYG2000.015	Introduction to Sociology	48	Geiss	\$77.15	\$97.48	(\$20.33)	-26%	■
	SYG2000.005	Introduction to Sociology	50	Ma	\$76.00	\$97.48	(\$21.48)	-28%	■
	SYG2000.016	Introduction to Sociology	32	Casey	\$31.00	\$97.48	(\$66.48)	-214%	■
	SYG2010	SYG2010.001	Contemporary Social Problems	47	Sette	\$140.75	\$161.05	(\$20.30)	-14%
SYG2010.002		Contemporary Social Problems	47	Klein	\$181.35	\$161.05	\$20.30	11%	■
SYP3000	SYP3000.001	Social Psychology	65	Contessa	\$135.90	\$164.38	(\$28.48)	-21%	■
	SYP3000.501	Social Psychology	165	Steinour	\$192.85	\$164.38	\$28.48	15%	■
SPE									
SPC2608	SPC2608.907	Public Speaking	27	Powell Young	\$211.65	\$205.49	\$6.16	3%	■
	SPC2608.001	Public Speaking	25	Smithberger	\$211.65	\$205.49	\$6.16	3%	■
	SPC2608.022	Public Speaking	25	Tian	\$211.65	\$205.49	\$6.16	3%	■
	SPC2608.024	Public Speaking	25	Gough	\$134.60	\$205.49	(\$70.89)	-53%	■
	SPC2608.025	Public Speaking	25	Viera	\$211.65	\$205.49	\$6.16	3%	■
	SPC2608.908	Public Speaking	25	Powell Young	\$211.65	\$205.49	\$6.16	3%	■
	SPC2608.027	Public Speaking	25	Oglesby	\$211.65	\$205.49	\$6.16	3%	■
	SPC2608.020	Public Speaking	25	Gough	\$134.60	\$205.49	(\$70.89)	-53%	■
	SPC2608.028	Public Speaking	25	Viera	\$211.65	\$205.49	\$6.16	3%	■
	SPC2608.008	Public Speaking	25	Oglesby	\$211.65	\$205.49	\$6.16	3%	■
	SPC2608.006	Public Speaking	25	Mason	\$211.65	\$205.49	\$6.16	3%	■
	SPC2608.013	Public Speaking	25	Tian	\$211.65	\$205.49	\$6.16	3%	■
	SPC2608.010	Public Speaking	25	Robb	\$211.65	\$205.49	\$6.16	3%	■
	SPC2608.003	Public Speaking	25	Alam	\$211.65	\$205.49	\$6.16	3%	■
	SPC2608.030	Public Speaking	27	Nieto Fernande	\$211.65	\$205.49	\$6.16	3%	■
	SPC2608.019	Public Speaking	25	Woodruffe	\$211.65	\$205.49	\$6.16	3%	■
	SPC2608.021	Public Speaking	25	Sanders	\$211.65	\$205.49	\$6.16	3%	■
	SPC2608.009	Public Speaking	25	Clements	\$211.65	\$205.49	\$6.16	3%	■

Board of Trustees Meeting - New Business - Consent agenda

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
SPC2608	SPC2608.011	Public Speaking	25	Woodruffe	\$211.65	\$205.49	\$6.16	3%	■
	SPC2608.004	Public Speaking	25	Smithberger	\$211.65	\$205.49	\$6.16	3%	■
	SPC2608.005	Public Speaking	25	Alam	\$211.65	\$205.49	\$6.16	3%	■
	SPC2608.018	Public Speaking	25	Magalona	\$211.65	\$205.49	\$6.16	3%	■
	SPC2608.017	Public Speaking	25	Nieto Fernande	\$211.65	\$205.49	\$6.16	3%	■
	SPC2608.016	Public Speaking	25	Sanders	\$211.65	\$205.49	\$6.16	3%	■
	SPC2608.007	Public Speaking	25	Mason	\$211.65	\$205.49	\$6.16	3%	■
SPC3301	SPC3301.003	Interpersonal Communication	30	Anderson	\$90.95	\$90.95	\$0.00	0%	■
	SPC3301.005	Interpersonal Communication	30	Peters	\$90.95	\$90.95	\$0.00	0%	■
	SPC3301.006	Interpersonal Communication	30	Scheffels	\$90.95	\$90.95	\$0.00	0%	■
	SPC3301.002	Interpersonal Communication	30	Peters	\$90.95	\$90.95	\$0.00	0%	■
	SPC3301.004	Interpersonal Communication	30	Scheffels	\$90.95	\$90.95	\$0.00	0%	■
	SPC3301.902	Interpersonal Communication	30	Anderson	\$90.95	\$90.95	\$0.00	0%	■
SPC3710	SPC3710.001	Communication & Diversity	100	James	\$16.00	\$16.00	\$0.00	0%	■
WST									
WST2250	WST2250.797	Female Experience in America	100	Serls	\$17.00	\$17.00	\$0.00	0%	■
WST2600	WST2600.006	Human Sexual Behavior	38	Ellerman-Quee	\$100.00	\$100.00	\$0.00	0%	■
WST3324	WST3324.797	Women, Environment, and Gend	150	Fine	\$31.95	\$31.95	\$0.00	0%	■
WST4320	WST4320.001	The Politics of Women's Health	35	Price-Herndl	\$106.65	\$106.65	\$0.00	0%	■



Textbook Affordability Report

Course Section Variance

Spring 2018
Tampa Campus
General Education Courses
Recommended Materials

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ANT									
ANT2410	ANT2410.501	Cultural Anthropology	84	Zarger	\$26.65	\$26.65	\$0.00	0%	■
CLA									
CLT3370	CLT3370.001	Gods, Heroes, and Monsters	100	Hedrick	\$12.95	\$12.95	\$0.00	0%	■
	CLT3370.002	Gods, Heroes, and Monsters	25	Hedrick	\$12.95	\$12.95	\$0.00	0%	■
ECN									
ECO1000	ECO1000.020	Basic Economics	180	Bartlett	\$167.50	\$167.50	\$0.00	0%	■
ECO2013	ECO2013.004	Econ Princpl (Macroeconomics)	47	Qadimi Rabban	\$265.40	\$265.40	\$0.00	0%	■
HON									
IDH3100	IDH3100.008	Arts/Humanities Honors	15	Tamang	\$34.00	\$34.00	\$0.00	0%	■
IDH4200	IDH4200.016	Geographic Perspectives Honors	19	Tamang	\$34.00	\$34.00	\$0.00	0%	■
HTY									
EUH2031	EUH2031.006	Modern European History II	30	Krummerich	\$92.55	\$92.55	\$0.00	0%	■
IGS									
AMH3572	AMH3572.015	Africn Amer History since 1865	55	Lahey	\$145.75	\$145.75	\$0.00	0%	■
SPC3710	SPC3710.011	Communication & Diversity	30	James	\$139.95	\$139.95	\$0.00	0%	■
PHI									
PHI2010	PHI2010.002	Introduction to Philosophy	25	Brown	\$36.65	\$36.65	\$0.00	0%	■
PHY									
AST2002	AST2002.001	Descriptive Astronomy	275	Mackay	\$181.55	\$181.55	\$0.00	0%	■
AST2004	AST2004.001	Stellar Astronomy & Cosmology	195	Mackay	\$158.55	\$158.55	\$0.00	0%	■
QMB									
QMB2100	QMB2100.901	Bus Economic Statistics I	128	Dummeldinger	\$47.10	\$47.10	\$0.00	0%	■
	QMB2100.099	Bus Economic Statistics I	50	Dummeldinger	\$47.10	\$47.10	\$0.00	0%	■
	QMB2100.902	Bus Economic Statistics I	128	Dummeldinger	\$47.10	\$47.10	\$0.00	0%	■
	QMB2100.903	Bus Economic Statistics I	128	Dummeldinger	\$47.10	\$47.10	\$0.00	0%	■
REL									
REL2300	REL2300.003	Intro to World Religions	150	Dechant	\$61.95	\$61.95	\$0.00	0%	■

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
SGS									
EVR2001	EVR2001.003	Intro to Environmental Science	200	Pathak	\$165.30	\$165.30	\$0.00	0%	■
SPE									
SPC3710	SPC3710.001	Communication & Diversity	100	James	\$139.95	\$139.95	\$0.00	0%	■
WST									
WST3324	WST3324.797	Women, Environment, and Gend	150	Fine	\$50.95	\$50.95	\$0.00	0%	■



Textbook Affordability Report

Course Section Variance

Spring 2018
St. Petersburg Campus
General Education Courses
Required Materials

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ANT									
ANT2000	ANT2000.601	Introduction to Anthropology	55	Arthur	\$110.00	\$110.00	\$0.00	0%	■
ANT2410	ANT2410.601	Cultural Anthropology	55	Arthur	\$161.30	\$113.15	\$48.15	30%	■
	ANT2410.602	Cultural Anthropology	45	Dixon	\$89.00	\$113.15	(\$24.15)	-27%	■
	ANT2410.691	Cultural Anthropology	45	Rahman	\$89.15	\$113.15	(\$24.00)	-27%	■
ANT2511	ANT2511.601	Biological Anthropology	24	Dixon	\$141.68	\$141.68	\$0.00	0%	■
ART									
ARH2000	ARH2000.601	Art and Culture	30	Paris	\$255.60	\$255.60	\$0.00	0%	■
	ARH2000.602	Art and Culture	30	Boyer	\$255.60	\$255.60	\$0.00	0%	■
ARH2050	ARH2050.602	History Of Visual Arts I	40	Boyer	\$178.00	\$178.00	\$0.00	0%	■
	ARH2050.601	History Of Visual Arts I	40	Bundrick	\$178.00	\$178.00	\$0.00	0%	■
ARH2051	ARH2051.601	History Of Visual Arts II	40	Boyer	\$206.00	\$206.00	\$0.00	0%	■
	ARH2051.602	History Of Visual Arts II	40	Bundrick	\$206.00	\$206.00	\$0.00	0%	■
ART2203C	ART2203C.602	Concepts and Practices II	18	Millspaugh	\$41.00	\$84.45	(\$43.45)	-106%	■
	ART2203C.601	Concepts and Practices II	18	Watts	\$82.45	\$84.45	(\$2.00)	-2%	■
	ART2203C.603	Concepts and Practices II	18	Alboreo	\$129.90	\$84.45	\$45.45	35%	■
BIO									
BSC1005	BSC1005.601	Biological Prin For Non-Majors	60	Noonan	\$159.15	\$159.15	\$0.00	0%	■
BSC2010	BSC2010.601	Bio I - Cellular Processes	60	Gainsbury	\$264.80	\$264.80	\$0.00	0%	■
	BSC2010.602	Bio I - Cellular Processes	60	Takeuchi	\$264.80	\$264.80	\$0.00	0%	■
BSC2011	BSC2011.602	Bio II - Biological Diversity	48	George	\$264.80	\$264.80	\$0.00	0%	■
	BSC2011.603	Bio II - Biological Diversity	48	Doody	\$264.80	\$264.80	\$0.00	0%	■
	BSC2011.601	Bio II - Biological Diversity	48	Radabaugh	\$264.80	\$264.80	\$0.00	0%	■
BSC2086	BSC2086.601	Anatomy Phys II for Hlth Prof	24	Carlson	\$154.30	\$154.30	\$0.00	0%	■
CHM									
CHM2020	CHM2020.601	Chem for Liberal Studies I	60	Wang	\$168.95	\$168.95	\$0.00	0%	■
CHM2045	CHM2045.601	General Chemistry I	75	Osegovic	\$183.65	\$183.65	\$0.00	0%	■
	CHM2045.602	General Chemistry I	73	Osegovic	\$183.65	\$183.65	\$0.00	0%	■
CHM2046	CHM2046.601	General Chemistry II	50	Osegovic	\$183.65	\$183.65	\$0.00	0%	■
	CHM2046.602	General Chemistry II	50	Osegovic	\$183.65	\$183.65	\$0.00	0%	■

Board of Trustees Meeting - New Business - Consent agenda

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
COM									
MMC3602	MMC3602.791	Mass Communication and Society	100	Walters	\$92.85	\$92.85	\$0.00	0%	■
ECN									
ECO2013	ECO2013.791	Econ Princpl (Macroeconomics)	60	Khemraj	\$265.00	\$265.00	\$0.00	0%	■
	ECO2013.792	Econ Princpl (Macroeconomics)	60	Chakraborty	\$265.00	\$265.00	\$0.00	0%	■
	ECO2013.603	Econ Princpl (Macroeconomics)	47	Khemraj	\$265.00	\$265.00	\$0.00	0%	■
	ECO2013.601	Econ Princpl (Macroeconomics)	47	Carter	\$265.00	\$265.00	\$0.00	0%	■
QMB2100	QMB2100.791	Bus Economic Statistics I	60	Philippe	\$194.65	\$194.65	\$0.00	0%	■
ENG									
ENC1101	ENC1101.792	Composition I	25	Jones	\$60.00	\$70.83	(\$10.83)	-18%	■
	ENC1101.791	Composition I	25	Wise	\$81.65	\$70.83	\$10.83	13%	■
ENC1102	ENC1102.611	Composition II	25	Jones	\$77.10	\$76.43	\$0.67	1%	■
	ENC1102.603	Composition II	25	Oswald	\$62.15	\$76.43	(\$14.28)	-23%	■
	ENC1102.793	Composition II	25	Bandyopadhyaya	\$87.40	\$76.43	\$10.97	13%	■
	ENC1102.612	Composition II	25	Oswald	\$62.15	\$76.43	(\$14.28)	-23%	■
	ENC1102.610	Composition II	25	Eichenbaum	\$79.15	\$76.43	\$2.72	3%	■
	ENC1102.791	Composition II	25	Jones	\$77.10	\$76.43	\$0.67	1%	■
	ENC1102.605	Composition II	25	Ulrich	\$77.10	\$76.43	\$0.67	1%	■
	ENC1102.792	Composition II	25	Bandyopadhyaya	\$87.40	\$76.43	\$10.97	13%	■
	ENC1102.606	Composition II	25	Ulrich	\$77.10	\$76.43	\$0.67	1%	■
	ENC1102.607	Composition II	25	Ulrich	\$77.10	\$76.43	\$0.67	1%	■
	ENC1102.614	Composition II	25	Farmen	\$76.95	\$76.43	\$0.52	1%	■
HUM1020	HUM1020.602	Introduction to Humanities	25	Eichenbaum	\$209.20	\$93.49	\$115.71	55%	■
LIT2000	LIT2000.601	Introduction to Literature	25	Hallock	\$66.65	\$76.65	(\$10.00)	-15%	■
	LIT2000.603	Introduction to Literature	25	Farmen	\$81.65	\$76.65	\$5.00	6%	■
	LIT2000.691	Introduction to Literature	25	Farmen	\$81.65	\$76.65	\$5.00	6%	■
THE2000	THE2000.601	Theater and Culture	25	Canary	\$149.10	\$149.10	\$0.00	0%	■
ESP									
ESC2000	ESC2000.601	Introduction to Earth Science	70	Smoak	\$194.80	\$194.80	\$0.00	0%	■
GPY									
GEA2000	GEA2000.691	World Regional Geography	35	Wong	\$174.10	\$174.10	\$0.00	0%	■
HON									
HUM1020	HUM1020.601	Introduction to Humanities	30	O'Connor	\$62.85	\$93.49	(\$30.64)	-49%	■
IDH3350	IDH3350.601	Natural Sciences Honors	30	Greely	\$17.00	\$17.00	\$0.00	0%	■
HTY									
AMH2010	AMH2010.601	American History I	48	Vogt III	\$118.88	\$118.88	\$0.00	0%	■

Board of Trustees Meeting - New Business - Consent agenda

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
AMH2020	AMH2020.601	American History II	40	Jones	\$153.20	\$153.20	\$0.00	0%	■
HUM1020	HUM1020.605	Introduction to Humanities	25	Heinsen-Roach	\$50.95	\$93.49	(\$42.54)	-83%	■
	HUM1020.604	Introduction to Humanities	25	Heinsen-Roach	\$50.95	\$93.49	(\$42.54)	-83%	■
WOH2030	WOH2030.691	World History Since 1815	35	Kopytoff	\$110.40	\$110.40	\$0.00	0%	■
	WOH2030.601	World History Since 1815	35	Kopytoff	\$110.40	\$110.40	\$0.00	0%	■
PHI									
PHI2010	PHI2010.602	Introduction to Philosophy	30	Starke	\$89.95	\$89.95	\$0.00	0%	■
	PHI2010.601	Introduction to Philosophy	30	Starke	\$89.95	\$89.95	\$0.00	0%	■
PHY									
PHY2053	PHY2053.601	General Physics I	60	Hardy	\$284.00	\$284.00	\$0.00	0%	■
PHY2054	PHY2054.601	General Physics II	50	Hardy	\$284.00	\$284.00	\$0.00	0%	■
POL									
CPO2002	CPO2002.601	Intro to Comparative Politics	40	Mantilla Rehde	\$63.35	\$63.35	\$0.00	0%	■
POS2041	POS2041.601	American National Government	40	Meyer	\$128.00	\$128.00	\$0.00	0%	■
PSY									
PSY2012	PSY2012.791	Intro to Psychological Science	225	McHale	\$251.60	\$251.60	\$0.00	0%	■
SOC									
SYG2000	SYG2000.601	Introduction to Sociology	40	Miller	\$102.65	\$102.65	\$0.00	0%	■
SPE									
SPC2608	SPC2608.691	Public Speaking	25	Spinka	\$212.10	\$212.10	\$0.00	0%	■
	SPC2608.602	Public Speaking	25	Spinka	\$212.10	\$212.10	\$0.00	0%	■
	SPC2608.606	Public Speaking	25	Spinka	\$212.10	\$212.10	\$0.00	0%	■



Textbook Affordability Report

Course Section Variance

Spring 2018
St. Petersburg Campus
General Education Courses
Recommended Materials

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ART									
ART2203C	ART2203C.603	Concepts and Practices II	18	Alboreo	\$43.00	\$43.00	\$0.00	0%	■
CHM									
CHM2045	CHM2045.601	General Chemistry I	75	Osegovic	\$46.65	\$46.65	\$0.00	0%	■
	CHM2045.602	General Chemistry I	73	Osegovic	\$46.65	\$46.65	\$0.00	0%	■
CHM2046	CHM2046.601	General Chemistry II	50	Osegovic	\$46.65	\$92.32	(\$45.67)	-98%	■
	CHM2046.602	General Chemistry II	50	Osegovic	\$46.65	\$92.32	(\$45.67)	-98%	■
	CHM2046.603	General Chemistry II	50	Wang	\$183.65	\$92.32	\$91.33	50%	■
ECN									
ECO2013	ECO2013.792	Econ Princpl (Macroeconomics)	60	Chakraborty	\$75.65	\$75.65	\$0.00	0%	■
	ECO2013.603	Econ Princpl (Macroeconomics)	47	Khemraj	\$75.65	\$75.65	\$0.00	0%	■
	ECO2013.601	Econ Princpl (Macroeconomics)	47	Carter	\$75.65	\$75.65	\$0.00	0%	■
	ECO2013.791	Econ Princpl (Macroeconomics)	60	Khemraj	\$75.65	\$75.65	\$0.00	0%	■
ENG									
ENC1102	ENC1102.611	Composition II	25	Jones	\$22.30	\$26.30	(\$4.00)	-18%	■
	ENC1102.614	Composition II	25	Farmen	\$34.30	\$26.30	\$8.00	23%	■
	ENC1102.791	Composition II	25	Jones	\$22.30	\$26.30	(\$4.00)	-18%	■
ESP									
EVR2001	EVR2001.601	Intro to Environmental Science	60	Ivey	\$165.30	\$165.30	\$0.00	0%	■
	EVR2001.602	Intro to Environmental Science	60	Ivey	\$165.30	\$165.30	\$0.00	0%	■
MTH									
MAC1105	MAC1105.604	College Algebra	30	Swartout	\$195.00	\$195.00	\$0.00	0%	■
	MAC1105.601	College Algebra	30	Abaquita	\$195.00	\$195.00	\$0.00	0%	■
	MAC1105.607	College Algebra	30	Swartout	\$195.00	\$195.00	\$0.00	0%	■
	MAC1105.606	College Algebra	30	Swartout	\$195.00	\$195.00	\$0.00	0%	■
MAC1147	MAC1147.602	Precalc Algebra/Trigonometry	26	Nallamshetty	\$157.50	\$157.50	\$0.00	0%	■
	MAC1147.601	Precalc Algebra/Trigonometry	22	Blumenstein	\$157.50	\$157.50	\$0.00	0%	■
	MAC1147.603	Precalc Algebra/Trigonometry	21	Abaquita	\$157.50	\$157.50	\$0.00	0%	■
	MAC1147.605	Precalc Algebra/Trigonometry	25	Blumenstein	\$157.50	\$157.50	\$0.00	0%	■
	MAC1147.604	Precalc Algebra/Trigonometry	26	Blumenstein	\$157.50	\$157.50	\$0.00	0%	■
MAC2233	MAC2233.601	Business Calculus	21	Bakhtyari	\$157.50	\$157.50	\$0.00	0%	■

Board of Trustees Meeting - New Business - Consent agenda

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
MAC2233	MAC2233.602	Business Calculus	23	Bakhtyari	\$157.50	\$157.50	\$0.00	0%	■
	MAC2233.691	Business Calculus	30	Bakhtyari	\$157.50	\$157.50	\$0.00	0%	■
MAC2311	MAC2311.601	Calculus I	30	Leite	\$184.30	\$184.30	\$0.00	0%	■
	MAC2311.602	Calculus I	30	Hoare	\$184.30	\$184.30	\$0.00	0%	■
	MAC2311.603	Calculus I	30	Nallamshetty	\$184.30	\$184.30	\$0.00	0%	■
	MAC2311.604	Calculus I	30	Hoare	\$184.30	\$184.30	\$0.00	0%	■
MAC2312	MAC2312.601	Calculus II	30	Leite	\$184.30	\$184.30	\$0.00	0%	■
MGF1106	MGF1106.601	Finite Mathematics	30	Stahl	\$177.15	\$177.15	\$0.00	0%	■
	MGF1106.603	Finite Mathematics	30	Stahl	\$177.15	\$177.15	\$0.00	0%	■
MGF1107	MGF1107.601	Mathematics for Liberal Arts	30	Stahl	\$177.15	\$177.15	\$0.00	0%	■
STA2023	STA2023.606	Introductory Statistics I	30	Murphy	\$185.00	\$185.00	\$0.00	0%	■
	STA2023.607	Introductory Statistics I	30	Trutie	\$185.00	\$185.00	\$0.00	0%	■
	STA2023.601	Introductory Statistics I	30	Janssens	\$185.00	\$185.00	\$0.00	0%	■
	STA2023.602	Introductory Statistics I	30	Murphy	\$185.00	\$185.00	\$0.00	0%	■
	STA2023.603	Introductory Statistics I	30	Murphy	\$185.00	\$185.00	\$0.00	0%	■
	STA2023.604	Introductory Statistics I	30	Janssens	\$185.00	\$185.00	\$0.00	0%	■
	STA2023.605	Introductory Statistics I	30	Murphy	\$185.00	\$185.00	\$0.00	0%	■
PHI									
PHI2010	PHI2010.601	Introduction to Philosophy	30	Starke	\$19.95	\$19.95	\$0.00	0%	■
	PHI2010.602	Introduction to Philosophy	30	Starke	\$19.95	\$19.95	\$0.00	0%	■
PSY									
PSY3204	PSY3204.602	Psychological Statistics	40	Owens	\$137.15	\$137.15	\$0.00	0%	■
	PSY3204.603	Psychological Statistics	112	Pezzo	\$137.15	\$137.15	\$0.00	0%	■



Textbook Affordability Report

Course Section Variance

Spring 2018
Sarasota Campus
General Education Courses
Required Materials

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ANT									
ANT2000	ANT2000.521	Introduction to Anthropology	17	Warner	\$246.40	\$246.40	\$0.00	0%	■
ANT2410	ANT2410.521	Cultural Anthropology	30	Gilbertson	\$66.65	\$66.65	\$0.00	0%	■
BIO									
BSC1005	BSC1005.521	Biological Prin For Non-Majors	35	Blackburn	\$135.45	\$135.45	\$0.00	0%	■
	BSC1005.522	Biological Prin For Non-Majors	35	Blackburn	\$135.45	\$135.45	\$0.00	0%	■
BSC2010	BSC2010.521	Bio I - Cellular Processes	54	Bouchard	\$180.05	\$222.43	(\$42.38)	-24%	■
	BSC2010.522	Bio I - Cellular Processes	54	Blackburn	\$264.80	\$222.43	\$42.38	16%	■
CHM									
CHM2045	CHM2045.521	General Chemistry I	40	Caswell	\$339.65	\$339.65	\$0.00	0%	■
CHM2046	CHM2046.521	General Chemistry II	40	Caswell	\$339.65	\$339.65	\$0.00	0%	■
	CHM2046.522	General Chemistry II	40	Caswell	\$339.65	\$339.65	\$0.00	0%	■
ECN									
ECO2013	ECO2013.521	Econ Princpl (Macroeconomics)	35	Snipes	\$130.00	\$130.00	\$0.00	0%	■
ECO2023	ECO2023.521	Econ Princpl (Microeconomics)	33	Schmerbeck	\$130.00	\$130.00	\$0.00	0%	■
	ECO2023.522	Econ Princpl (Microeconomics)	35	Snipes	\$130.00	\$130.00	\$0.00	0%	■
ENG									
ENC1102	ENC1102.521	Composition II	15	Ramsey	\$28.00	\$44.67	(\$16.67)	-60%	■
	ENC1102.525	Composition II	25	Smith	\$133.35	\$44.67	\$88.68	67%	■
	ENC1102.524	Composition II	15	Ramsey	\$28.00	\$44.67	(\$16.67)	-60%	■
	ENC1102.522	Composition II	25	Lawrence	\$17.00	\$44.67	(\$27.67)	-163%	■
	ENC1102.523	Composition II	25	Lawrence	\$17.00	\$44.67	(\$27.67)	-163%	■
ENC2210	ENC2210.591	Technical Writing	25	Stewart	\$50.00	\$50.00	\$0.00	0%	■
ENL3334	ENL3334.521	Shakespeare Hist. Perspective	33	Turner	\$44.90	\$44.90	\$0.00	0%	■
LIT2000	LIT2000.522	Introduction to Literature	25	Lipscomb	\$75.50	\$71.08	\$4.43	6%	■
	LIT2000.521	Introduction to Literature	25	Smith	\$66.65	\$71.08	(\$4.43)	-7%	■
ESP									
EVR2001	EVR2001.522	Intro to Environmental Science	33	Freeman	\$121.45	\$177.73	(\$56.28)	-46%	■
	EVR2001.521	Intro to Environmental Science	30	Blackburn	\$234.00	\$177.73	\$56.28	24%	■
GBA									
GEB2011	GEB2011.521	Introduction to Business	25	Regal	\$343.00	\$343.00	\$0.00	0%	■

Board of Trustees Meeting - New Business - Consent agenda

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
GEY									
GEY4641	GEY4641.591	Death and Dying	20	Black	\$159.15	\$159.15	\$0.00	0%	■
HUM									
HUM1020	HUM1020.521	Introduction to Humanities	25	Slaughter	\$96.30	\$96.30	\$0.00	0%	■
HUM2230	HUM2230.521	Renaissance - 20th Century	30	Slaughter	\$80.85	\$80.85	\$0.00	0%	■
MTH									
MAC1105	MAC1105.523	College Algebra	35	Hardesty	\$146.30	\$146.30	\$0.00	0%	■
MAC1147	MAC1147.523	Precalc Algebra/Trigonometry	35	LaForge	\$210.70	\$210.70	\$0.00	0%	■
	MAC1147.522	Precalc Algebra/Trigonometry	35	LaForge	\$210.70	\$210.70	\$0.00	0%	■
MAC2233	MAC2233.521	Business Calculus	35	LaForge	\$132.00	\$116.35	\$15.65	12%	■
	MAC2233.522	Business Calculus	16	Granstad	\$100.70	\$116.35	(\$15.65)	-16%	■
MAC2311	MAC2311.522	Calculus I	35	D'Andrea	\$370.00	\$370.00	\$0.00	0%	■
MAC2312	MAC2312.521	Calculus II	16	LaForge	\$250.00	\$250.00	\$0.00	0%	■
MAD2104	MAD2104.521	Discrete Math	35	D'Andrea	\$177.15	\$177.15	\$0.00	0%	■
STA2023	STA2023.591	Introductory Statistics I	35	Ortiz	\$360.20	\$244.10	\$116.10	32%	■
	STA2023.521	Introductory Statistics I	35	Ortiz	\$360.20	\$244.10	\$116.10	32%	■
	STA2023.526	Introductory Statistics I	35	Pogoda	\$132.00	\$244.10	(\$112.10)	-85%	■
	STA2023.523	Introductory Statistics I	35	D'Andrea	\$120.00	\$244.10	(\$124.10)	-103%	■
	STA2023.524	Introductory Statistics I	35	Pogoda	\$132.00	\$244.10	(\$112.10)	-85%	■
	STA2023.522	Introductory Statistics I	35	Ortiz	\$360.20	\$244.10	\$116.10	32%	■
MUS									
MUL2010	MUL2010.521	Music and Culture	30	Agostini	\$196.65	\$196.65	\$0.00	0%	■
MUL3011	MUL3011.521	Western Art Music in Your Life	30	Graham	\$161.65	\$161.65	\$0.00	0%	■
PHY									
PHY2020	PHY2020.521	Conceptual Physics	35	Berryman	\$173.35	\$173.35	\$0.00	0%	■
PSY									
PSY2012	PSY2012.521	Intro to Psychological Science	30	Gillespie	\$159.55	\$159.55	\$0.00	0%	■
PSY3204	PSY3204.521	Psychological Statistics	25	Badanich	\$273.95	\$273.95	\$0.00	0%	■
REL									
REL2300	REL2300.521	Intro to World Religions	30	Gilbertson	\$73.35	\$73.35	\$0.00	0%	■
SOC									
SYD3700	SYD3700.521	Racial and Ethnic Relations	30	Trent	\$296.10	\$296.10	\$0.00	0%	■
SYG2000	SYG2000.522	Introduction to Sociology	17	Voelkl	\$108.65	\$177.98	(\$69.33)	-64%	■
	SYG2000.521	Introduction to Sociology	30	Trent	\$247.30	\$177.98	\$69.33	28%	■

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
SPE									
SPC2608	SPC2608.522	Public Speaking	25	Kirksey	\$69.75	\$69.75	\$0.00	0%	■
TAR									
THE2000	THE2000.521	Theater and Culture	25	Hennelly	\$157.10	\$157.10	\$0.00	0%	■
	THE2000.522	Theater and Culture	25	Carlson	\$157.10	\$157.10	\$0.00	0%	■



Textbook Affordability Report

Course Section Variance

Spring 2018
Sarasota Campus
General Education Courses
Recommended Materials

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ENG									
ENL3334	ENL3334.521	Shakespeare Hist. Perspective	33	Turner	\$105.70	\$105.70	\$0.00	0%	■
LIT2000	LIT2000.522	Introduction to Literature	25	Lipscomb	\$36.65	\$36.65	\$0.00	0%	■
HTY									
AMH2020	AMH2020.521	American History II	15	Sprout	\$115.85	\$115.85	\$0.00	0%	■
	AMH2020.522	American History II	30	Sprout	\$115.85	\$115.85	\$0.00	0%	■
MTH									
MAC1105	MAC1105.521	College Algebra	35	Ortiz	\$262.95	\$262.95	\$0.00	0%	■
	MAC1105.522	College Algebra	35	Ortiz	\$262.95	\$262.95	\$0.00	0%	■
MAC1147	MAC1147.521	Precalc Algebra/Trigonometry	35	Warner	\$210.70	\$210.70	\$0.00	0%	■
MAC2233	MAC2233.521	Business Calculus	35	LaForge	\$120.00	\$239.70	(\$119.70)	-100%	■
	MAC2233.523	Business Calculus	35	D'Andrea	\$359.40	\$239.70	\$119.70	33%	■
MAC2311	MAC2311.521	Calculus I	35	Warner	\$336.65	\$211.65	\$125.00	37%	■
	MAC2311.522	Calculus I	35	D'Andrea	\$86.65	\$211.65	(\$125.00)	-144%	■
MAC2312	MAC2312.521	Calculus II	16	LaForge	\$120.00	\$120.00	\$0.00	0%	■
STA2023	STA2023.525	Introductory Statistics I	35	Warner	\$353.55	\$156.43	\$197.12	56%	■
	STA2023.591	Introductory Statistics I	35	Ortiz	\$47.10	\$156.43	(\$109.33)	-232%	■
	STA2023.521	Introductory Statistics I	35	Ortiz	\$47.10	\$156.43	(\$109.33)	-232%	■
	STA2023.522	Introductory Statistics I	35	Ortiz	\$47.10	\$156.43	(\$109.33)	-232%	■
	STA2023.523	Introductory Statistics I	35	D'Andrea	\$287.30	\$156.43	\$130.87	46%	■
PHY									
PHY2049	PHY2049.521	General Physics II	16	Cheng	\$211.35	\$211.35	\$0.00	0%	■
PHY2054	PHY2054.521	General Physics II	24	Cheng	\$236.05	\$236.05	\$0.00	0%	■

TEXTBOOK & INSTRUCTIONAL MATERIAL AFFORDABILITY REPORT

Academics & Campus Environment Workgroup
University of South Florida Board of Trustees
August 27, 2018

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



DATA HIGHLIGHTS – USF SYSTEM

WIDE COST VARIANCE - FALL 2017 (n=824)

One (1) section

IDH3400.001 Soc./Behavioral Honors

WIDE COST VARIANCE - SPRING 2018 (n=751)

Two (2) sections

ANT2410.004 Cultural Anthropology

IDH3400.006 Soc./Behavioral Honors

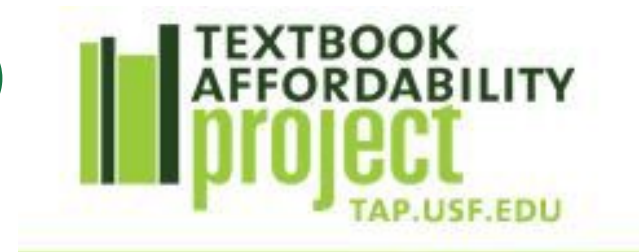
USF TEXTBOOK ADOPTION
COMPLIANCE

FALL 2017: 97.3%

SPRING 2018: 97.2%

RECENT STEPS & NEW INITIATIVES

- Completed website revision (inc. data dashboard)
- Textbook Affordability Task Force
- College/Department “Report Cards”
- All departments, all campuses reviewed
- Follett Bookstore programs launch
- Intellus platform launch
- USF HerdFunder Campaign



USF: UNSTOPPABLE®

TAP IN BEFORE STUDENTS ARE TAPPED OUT!

- Launched system-wide in Fall 2018
- Targets faculty, department chairs, departmental coordinators

WEB ROTATOR

TEXTBOOK AFFORDABILITY PROJECT

TAP IN
BEFORE STUDENTS ARE TAPPED OUT!

WHAT IS THE COST?

- 67% Don't buy required books
- 48% Take fewer courses
- 46% Don't register for a course
- 26% Drop course
- 21% Withdraw from course

The high cost of textbooks is negatively impacting students' academic progress. Click here to learn more on how you can help your students succeed!

WEB WIDGET

TEXTBOOK AFFORDABILITY PROJECT

TAP IN
BEFORE STUDENTS ARE TAPPED OUT!

MY USF

TEXTBOOK AFFORDABILITY PROJECT

TAP IN
BEFORE STUDENTS ARE TAPPED OUT!

11 x 17 poster

TEXTBOOK AFFORDABILITY PROJECT

TAP IN
BEFORE STUDENTS ARE TAPPED OUT!

IMPACT OF TEXTBOOK COSTS ON STUDENT PROGRESS
The high cost of textbooks is negatively impacting students' academic progress.

WHAT IS THE COST?

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Learn more on how you can help students succeed at TAP.USF.EDU

USF

MSC LCD

TEXTBOOK AFFORDABILITY PROJECT

TAP IN
BEFORE STUDENTS ARE TAPPED OUT!

IMPACT OF TEXTBOOK COSTS ON STUDENT PROGRESS
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Learn more on how you can help students succeed at tap.usf.edu

COLLINS DIGITAL

TEXTBOOK AFFORDABILITY PROJECT

TAP IN
BEFORE STUDENTS ARE TAPPED OUT!

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Banner popup

TEXTBOOK AFFORDABILITY PROJECT

TAP IN
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Learn more on how you can help students succeed at TAP.USF.EDU

USF

Agenda Item: FL 107

USF Board of Trustees
(September 4, 2018)

Issue: Review and Approval of Florida Institute of Oceanography (FIO) 2017-18 Annual Report

Proposed action: Approval

Executive Summary:

USF serves as the host institution for the FIO Academic Infrastructure Support Organization (AISO) and is overseen by the USF Board of Trustees (BOT). As per the Memorandum of Understanding (MOU) agreement, an annual report covering the previous fiscal year (July 1-June 30th) should be completed no later than September 1 each year. Prior to its submission the Chanellor, no later than October 31 of each year, the report will be distributed to members of the FIO Council for review and comment and will be approved by the Provost and the BOT of the host instituti

Financial Impact:

Strategic Goal(s) Item Supports: Goal 1

BOT Committee Review Date: ACE August 27, 2018

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

USF System or Institution specific: USF System

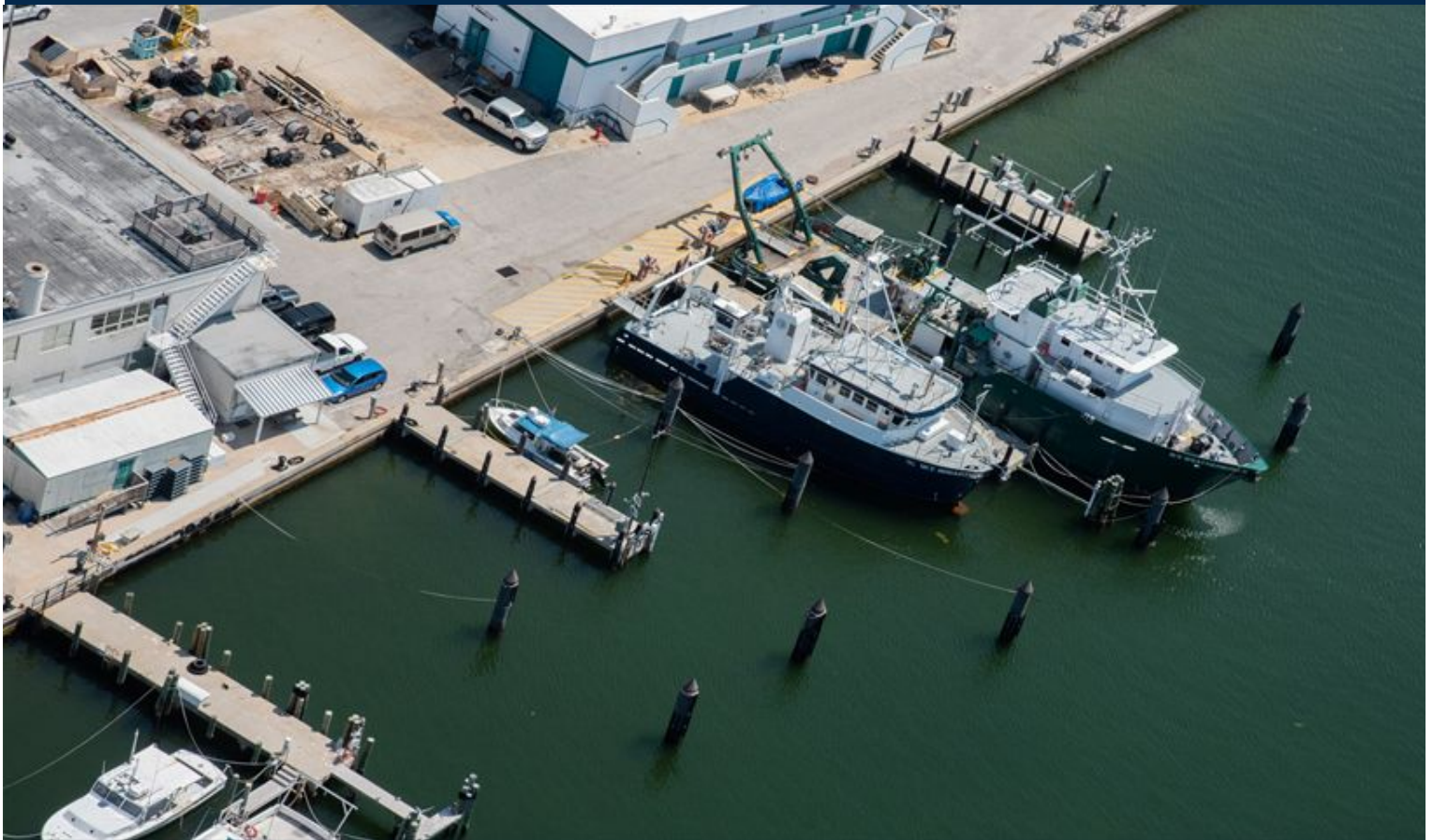
Prepared by: Dr. Philip Kramer, Director, Florida Institute of Oceanography, (727) 553-3542



2017-2018

FLORIDA INSTITUTE OF OCEANOGRAPHY

Annual Report



Date of Submission to Chancellor, Florida Board of Governors	October xx, 2018
Reviewed and Approved by Host Institution Board of Trustees	September xx, 2018
Reviewed by Council of Academic Vice Presidents	September xx, 2018
Review by FIO Council	August 24, 2018
Date of Submission to Host Institution	August 7, 2018

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Our Mission

“FIO will ensure the adequacy of infrastructure support to facilitate collaborative research and education in Florida’s ocean environment and serve as a coordinating body across academia, the state and federal agencies, ocean science organizations and the private sector in addressing new opportunities and problems of concern in coastal and oceanographic research and education. FIO is an enabler, a facilitator and a coordinator.”

DIRECTOR’S MESSAGE

Dr. Philip Kramer, FIO Director

The need for FIO, its assets, and the collective research capacity from its member institutions to understand, predict and protect Florida’s marine and coastal environments is as great as it has ever been. As I write this note, a persistent red tide continues to kill fish and wildlife along Florida’s west coast with no end in sight. Massive blue-green algae blooms are once again in Lake Okeechobee and being released into the Caloosahatchee and St. Lucie rivers and impacting nearshore coastal waters on both coasts. In the Florida Keys, a coral disease outbreak continues to move south decimating remaining stands of live coral in the middle and lower Florida Keys. Off northeastern Florida, record amounts of floating seaweed (*Sargassum*) are inundating and impacting Florida’s beaches- a relatively new (since 2011) but growing phenomenon. The trend towards multiple and more frequent problem outbreaks of algae and diseases is of increasing concern. The stakes could not be higher. Florida’s one trillion dollar economy relies almost entirely upon its coasts and world-class resources to attract tourism, second home owners, and businesses. Finding solutions to these problems and developing a proactive approach will require a change in mindset to move away from the current reactive approach towards longer-term predictive and preventative strategies. Scientists within FIO’s member institutions have the expertise to provide statewide leadership in helping Florida’s citizens and policymakers understand these critical issues. FIO is also contributing by making our assets (ships, labs) available and supporting programs to facilitate research by our member institutes. However, more investment is needed particularly around expanding and strengthening environmental observing systems. For over a decade, FIO and its members have been recommending a robust state-wide observing system, high resolution mapping for coastal and marine areas, and extending long-term monitoring of water quality, critical habitats, and resources offshore. I am looking forward to exploring opportunities within FIO’s members to expand cooperative and collaborative research partnerships that could address these critical issues in the year ahead. As you will read in this annual report, FIO continued to make progress last year against its 2015-2020 strategic plan goals particularly with infrastructure (e.g., replacement of the R/V Bellows) and programs (expanding ship-time awards, FLRACEP grant opportunities). FIO remains a critical and valued asset for the State of Florida and the higher education imperative of the State University System, but more needs to be done to address recurring environmental problems for the benefit all Floridians.



Figure 1. 2018 red tide effects on Long Boat Key, FL

Philip Kramer

for the vacant FIO Associate Director position; (2) hiring temporary ship crew to fill vacancies; (3) postponing new programs to provide additional ship time to FIO members (graduate student ship-time awards); (4) skipping the 2017 winter dry dock haul out for the R/V Weatherbird.

In September, Hurricane Irma impacted FIO's Keys Marine Lab causing extensive flooding and damage to some of the buildings. FIO filed insurance claims (which are still being settled) and used carry-forward funds to repair the damage over a three month period in order to get the lab into a safe state and open again to its members (in contrast, it took 4 years to rebuild KML after Hurricane Wilma in 2005). In the Spring, the bow-thruster on the Weatherbird II experienced seawater intrusion when its main seal failed, requiring a haul-out and complete rebuild at a cost of over \$180,000. Thus, despite cutbacks, FIO's expenses remains high around maintaining its infrastructure in good working order.

The \$2.1 million in current annual Legislative support for FIO's operation (a 30% reduction from 2016-17 fiscal year) is sufficient for current operating expenses but below what is necessary to maintain all of FIO's assets and meet its mission. Without an increase in operational support within the next two years, FIO will slip back into a state where budgetary challenges will jeopardize safe operation of FIO's assets while also maintaining the programs (such as ship-time grants) to our members. In comparison to other university marine consortiums (LUMCON, Dauphin Island, Moss Landing), FIO stands out as having the largest marine geography (coastline length), the largest constituency of students (number of enrolled undergraduate and graduate students from member public universities), and presently the lowest level of annual legislative state support. FIO can continue to operate next year with current cuts, but will have to begin scaling back its mission, operations and programs without an increase in operational support.

One area where FIO needs to make more progress towards its 5 year strategic plan goals is how it functions as a consortium. Members are the lifeblood of any consortium and the expertise, programs, and assets (field stations, equipment) within FIO make it one of the largest and most talented in the world. Yet, the engagement and involvement of the FIO membership is not uniform. For the past eight years, The University of South Florida has been the most actively engaged of the SUS institutions both in terms of writing grant proposals that include the use of FIO assets (supporting over 50% of the chartered ship time) and producing publications, theses, and dissertations that cite the use of FIO resources. FIO members that already have a major research emphasis and large numbers of ocean and coastal science faculty would benefit their own marine research prominence by increasing their engagement and use of FIO assets which would also increase and diversity FIO's revenue streams. Strategic assessments of FIO member institution infrastructure assets and their availability for use by other FIO member institutions will serve as a vital step for increasing partnerships and collaborations between FIO and many of its members. Some progress is being made on this front but much more is needed. This past year FIO organized a state-wide Florida Marine Science Symposium (FMSS), featuring 31 speakers from the 11 FIO members, which saw over 95 attendees and several hundred on-line viewers. FIO has also developed initial databases on marine science capacity within the FIO consortium (tenure track faculty, research faculty, researchers), which can be used to increase collaboration, identify gaps, and develop strategic initiatives for research and educational grant opportunities. In addition, FIO has developed a first draft of an infrastructure and equipment inventory across the FIO membership to facilitate sharing and utilization of assets. There are also opportunities for FIO to enhance its member universities' marine science curricula with engagement in skill-based, field-based courses at Keys Marine Lab and using FIO's research vessels. Strengthening how FIO operates as a consortium will continue to be a major focus of the FIO Director, with an emphasis on increasing visibility and engagement at the higher levels of the FIO membership (Presidents, Provosts, Vice Presidents of Research, BOG) in the year ahead.

STATE OF FIO’S INFRASTRUCTURE:

For most of its 40 year history, the core of the FIO Consortium has been the physical infrastructure that is maintained and provided by FIO to its membership to facilitate and support scientific research and hands-on educational opportunities for students. FIO maintains a large fleet of safe and capable large research vessels along with a marine field station in the Florida Keys (Keys Marine Lab). These assets facilitate access to coastal and offshore areas to faculty in support of grants and accredited undergraduate and graduate courses. Running large vessels is an expensive endeavor, and one that most Florida Universities cannot afford to do on their own. The costs of crewing them with qualified personnel and the annual outlays for maintenance and repairs can exceed \$2 million dollars per year. After working for years to replace the Bellows, this year finally saw the new research vessel, the R/V W.T. Hogarth come on line. With this new addition, the combined FIO vessel market value is around \$7,500,000 (not counting assets at Keys Marine Lab) and provides more capacity than at any other time in FIO’s history. Paid charter usage of the assets through grants and other sources is essential to help cover the annual operating and maintenance costs through FIO’s auxiliary accounts. Overall demand from FIO users and number of days the FIO vessels sailed last year was up (highest in 5 years-Figure 3). However, an area of weakness continues to be the small number of paid users across the FIO membership that using FIO assets as part of their funded grants and research. In addition, several of the large funding programs linked to the B.P. oil spill settlement in the Gulf of Mexico that have provided grant funds to members for ship-time (e.g., GOMRI, NFWF) are winding down. Diversifying and increasing ship and KML usage will be necessary for FIO to maintain its low rates and continue to be able to award subsidized ship time. Detailed summaries of each of the vessels and KML for the year are highlighted below.

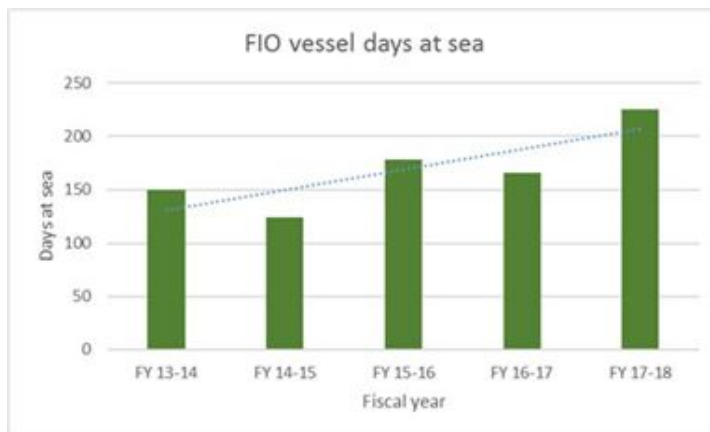
FIO Vessels




225 days at sea

99 days supporting FIO member grants

77 Awarded subsidized ship days to SUS Members



3: Five year trend in days at sea for FIO’s large vessels

A New Research Vessel

Construction and final fitting out of the FIO’s newest research vessel, the R/V W.T. Hogarth, was completed during the summer and fall and she was formally turned over to FIO service by the end of 2017. The \$6.2 million vessel was constructed on time and on budget by Duckworth Steel Boats, located in Tarpon Springs, FL, a 3rd generation, family-owned Florida boat building company. A list of financial contributors and the breakdown of costs for the R/V Hogarth is shown in tables 1 and 2. The vessel features accommodations for up to 10



4. Christening ceremony with FIO members for FIO’s new research vessel, the R/V Hogarth, in May, 2017.

Table 1: Contributions for new vessel

Contributors	Amount
USF	\$540,000
UWF	\$520,000
FAU	\$180,000
FGCU	\$140,000
UNF	\$120,000
UF	\$100,000
FIU	\$60,000
FAMU	\$40,000
UCF	\$20,000
FSU	\$20,000
FIT	\$100,000
Eckerd	\$80,000
NSU	\$40,000
State of Florida	\$3,000,000
FIO	\$1,000,000
City of St. Pete	\$250,000
Total	\$6,210,000

scientists with separate quarters for crew that are located on the 01 deck to provide better nighttime capability. The vessel cruises efficiently at 10 knots with EPA compliant tier 4 600 HP diesel engines, 2 55kW generators, water maker, air conditioning, and an advanced sanitation treatment system. Her endurance is expected to be 7 days with a full complement. The vessel was also designed with spacious wet and dry labs and is equipped with excellent scientific capabilities

Table 2: Expenditures for new vessel

New Vessel Construction Expenditure Summary	
Duckworth Steel Boats (construction contract, change orders, bond)	\$4,539,974
Scientific equipment	\$1,055,015
Risk Management	\$27,935
Boska Marine Design	\$264,617
Outfitting (tender, bedding, safety equip. filters, spares, etc..)	\$183,512
FY18-19 Hogarth operating auxiliary	138,947
Total	\$6,210,000

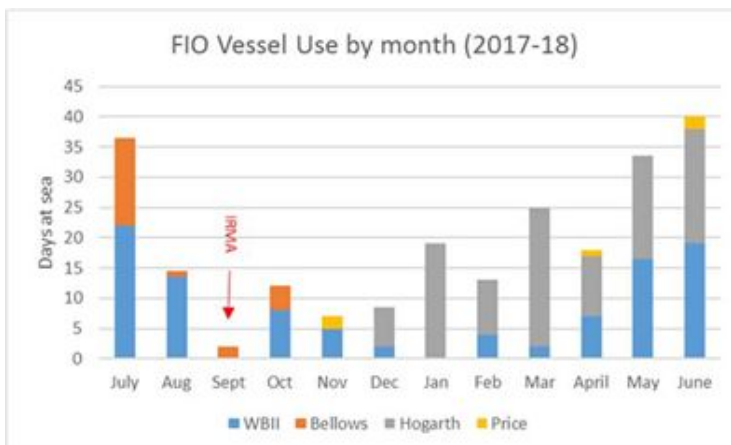
for a ship of her size (computer room, dynamic positioning, EK-80 sonar system, 200 Khz ADCP, dual head multibeam, ROV, dedicated CTD J-frame and winch, A frame with 1800m of winch wire). During sea trials in the winter and spring, she undertook voyages to Jacksonville and Pensacola, facing a variety of conditions including seas up to 8 feet. She has received positive reviews for her roominess, stability, and sea-stateliness. Sea trials also identified issues which have been addressed by the shipyard but some of these will require a haul-out in December. In addition, sea trials revealed some shortcomings in the design of some of the systems (sea chest AC cooling lines, J-frame and A-frame) which will be modified during her haul-out. The rate on the Hogarth is presently \$5500/day for FIO members, which is a very competitive price for a vessel of this size and capability.



5. R/V W.T. Hogarth during sea trials in January, 2018.

FIO Vessel Operations

Use of FIO assets was moderate this past year and similar in level to last fiscal year. FIO vessels spent a total of 225 days at sea with 99 of those days under charter in support of FIO member grants, and 77 days awarded under FIO’s SUS ship-time program. An additional 49 days went towards R/V Hogarth sea trials on both the east and west Florida coasts. Severe weather, institutional cancellations, and rescheduling resulted in another 48 lost days. At the moment, FIO does not require



6. FY '17-18 FIO vessel use by month

a deposit to reserve the vessels, nor a cancellation fee should the charter be cancelled- both of which could reduce cancellations and/or provide some cost recovery in the event of cancellations.

R/V Weatherbird II

At 36 years old, the R/V Weatherbird II remains FIO’s flagship vessel and is one of the most capable and reliable coastal class research vessels in Florida. She operated primarily in the Gulf of Mexico for most of the 2017-18 fiscal year, supporting several expeditions up to the Northern Gulf with USF and extensive seafloor mapping and fisheries science along the west Florida shelf from Key West to Apalachicola. She was at sea for a total of 96 days (slightly lower than previous years) which included 66 charter days and 30



7. R/V Weatherbird II at sea. June, 2018

SUS subsidized days. In April, 2018, her water pump bow thruster experienced salt water intrusion through the main gearbox drive shaft seal that had been replaced in 2015 (upon recommendations of the manufacturer). The repair will require hauling the vessel for several weeks this summer, and removal and complete rebuilding of the bowthruster. Despite not having a working bowthruster, the WBII was still able to support a number of SUS educational cruises and several charter science expeditions in May and June. She also underwent a 36-day maintenance period in the winter that saw the rams of the A-frame rebuilt, a new anchor windlass installed, and new stainless steel railings fitted around the 02 deck. She will be getting her 5 year ABS inspection renewal in the winter of 2019 and is expected to continue to serve the FIO membership for the foreseeable future. A survey of her condition conducted by Redshaw Marine LLC found her to be a well-equipped vessel for her intended service, minor wear and tear commensurate for a vessel of this vintage and service, but well maintained overall. As such, she was considered in good condition, and her estimated market value is \$850,000.

R/V Bellows

The R/V Bellows (72'), FIO's 50 year old "floating laboratory", continued to faithfully serve faculty and students during the first half of the fiscal year but ultimately only saw a total of 22 days at sea in her final year of service with FIO. Since January, 2018 she has been moored alongside the Bayboro Harbor seawall at the end of the peninsula . She underwent a complete in-water inspection by an independent surveyor (Redshaw Marine LLC) who found the Bellows to be an adequately equipped vessel showing wear and tear commensurate with its vintage and service appearing in need of preventive material maintenance. As such she is considered in fair condition with an estimated current market value at \$160,500. Since March, 2018, she has been listed on several boat brokerage websites but has received few inquiries to date. The plan is to continue to lower the price and try to sell her through December after which FIO might have to look into scrapping her if no buyer can be found. There will be a farewell ceremony for this stalwart little vessel at the fall FIO Council meeting in St. Petersburg.



8. Semester by the Sea students touring the Bellows in 2017

R/V Price

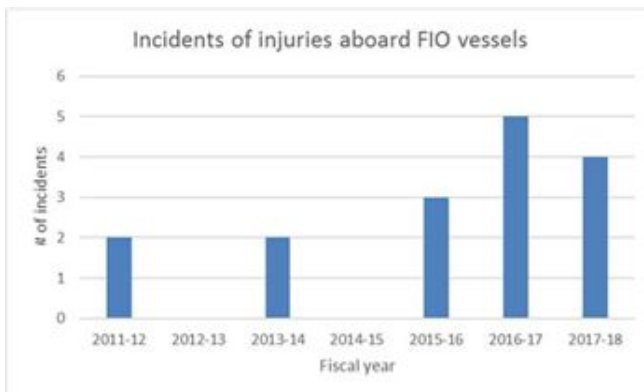
The R/V W.A. Price based in St. Petersburg was added to the FIO fleet last year through a transfer from the USF College of Marine Science to FIO. This well-equipped vessel is set up mainly for inshore survey work with side and bow pole mounts, a small crane, and generator for an interior workstation. FIO has spent much of the past year refurbishing the vessel with new electronics, trim tabs, dive tank racks, new continental trailer, and renewed fuel and wiring throughout. She has seen some use from FIO members during the past year, mainly for short sampling trips to Tampa Bay and offshore buoy maintenance missions. Her 2018-19 day rates will be all-inclusive (dedicated captain and fuel) and are set from \$350-800/day, depending on the number of hours and distance. She can also be trailered easily almost anywhere in the state. She will also be capable of supporting mapping and nearshore ROV operations in the coming year. Redshaw Marine LLC indicated the R/V Price was an adequately equipped vessel for her intended service. It presented negligible wear and tear from normal use, and appeared to be well maintained and valued at \$22,500.



9. R/V Price is set up for nearshore survey work and diving

Vessel Safety and Crew Turnover

With FIO’s vessels spending more time at sea over the past three years, there has also been an increase in the number of accidents occurring aboard its research vessels (Figure 10). Nearly all of these incidents have involved FIO crew being injured. The increasing trend is cause for concern. Guidance for safety at sea that applies to FIO is provided by U.S. Coast Guard regulations, American Bureau of Shipping rules, and many other required regulations. As a member of UNOLS, FIO strives to meet many of the UNOLS



10. seven year record of reported injuries aboard FIO vessels

Research Vessel Safety Standards (RVSS) standards used by all UNOLS operators. However, FIO has never had any of its vessels audited by the UNOLS certified inspectors (JMS Naval Architects) to provide an independent evaluation of its ships and operation. Crew departures over the past 20 months has also placed additional strain on FIO’s marine operations. FIO has seen six crew departures (nearly 50%) and has often been relying on temporary relief crew to keep the vessels sailing while also trying to recruit and fill open positions. To better understand these trends and examine its safety culture, FIO will have an outside review of its marine operations by a third party consultant to look at the incidents, departures, and vessel operations towards providing recommendations that can improve FIO’s marine operation. The review is expected to be complete in the fall of 2018 and may be followed by more detailed and regular inspections by JMS Naval Architects in the future.

Keys Marine Lab



883 overnight stays

473 dives

Used by 61 universities, agencies, schools, and institutions

Keys Marine Lab



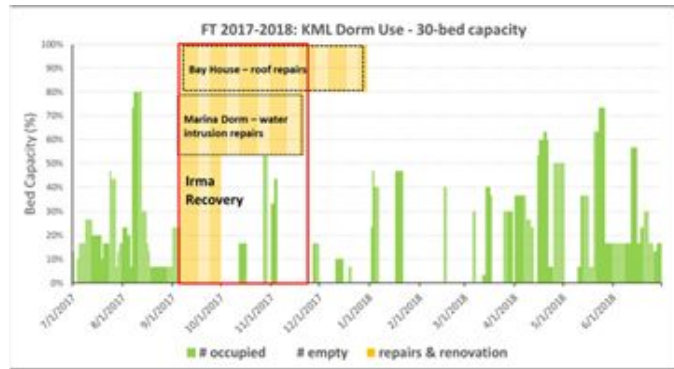
11. Students using the advanced seawater flow through system at KML

Keys Marine Lab was damaged by Hurricane Irma in September, 2017. Storm surge flooded the science office building and classroom/wet lab building and driving rain damaged the marina dormitory, marine shop and the administration building. Strong winds also removed portions of the roof on the bay house and toppled the fence and other outdoor structures. Surprisingly,

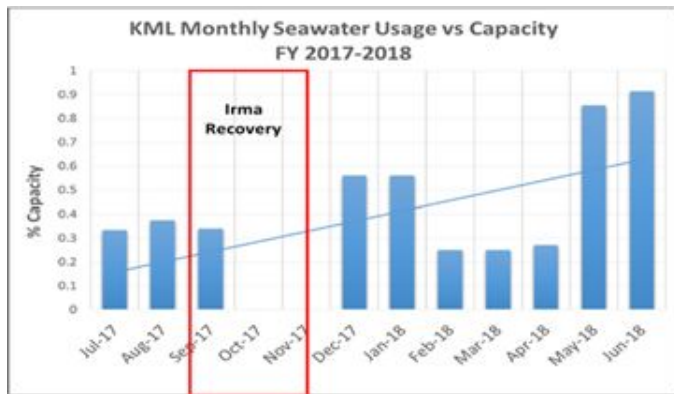


12. KML staff receiving the USF Outstanding Staff Award for their efforts rebuilding the lab after Hurricane Irma

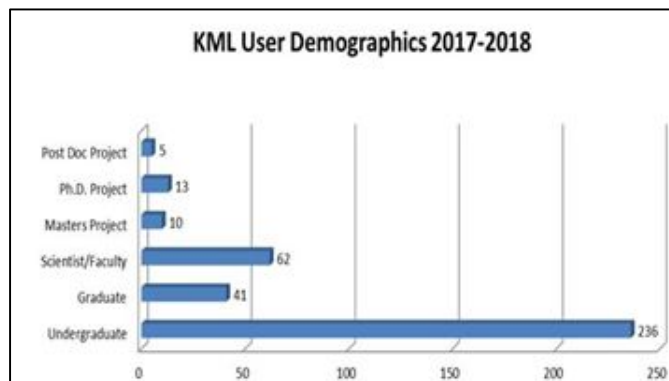
the seawater well system sustained only minor damage to the shade structure, however, all of the live corals kept in the seawater tanks were lost. A safety inspection was conducted as soon as staff were able to return the lab, and mitigation of storm surge damage was completed within two weeks. KML staff led a massive clean-up process, including the removal of damaged building contents, muck from buildings, and debris from the storm surge. Lab structures, including the fence, were repaired and replaced. Volunteers from Clemson University and FIO assisted with clean-up; including the tide pool, shallows, debris removal, and distribution of new gravel. During the rebuilding, visiting groups were accommodated on a limited basis, beginning in October. Most scheduled users were able to reschedule their visit within the calendar year and those unable to reschedule were able to complete their class or research at Mote Marine Laboratory's Elizabeth Moore International Center for Coral Reef Research & Restoration on their Summerland Key campus. A final inspection of KML in January determined that all the buildings and facilities were fully operational and safe for staff, students and faculty to occupy. Compared to the four years that it took to rebuild KML after Hurricane Wilma in 2005, this recovery was fairly smooth, and investments made after Wilma have made KML less prone to hurricane damage. In addition, the hard work of the KML staff and volunteers to rebuild the facility while also dealing with their personal losses was recognized by USF with a 2018 Outstanding Group Staff Award.



13. Occupancy at KML during FY '17-18



14. Usage of KML flow through seawater system



15. KML user demographic breakdown for FY '17-18

Use of KML picked up in the spring and has been high throughout the Summer. For the year, occupancy at KML included 883 overnight stays at the lab by 330 people. Approximately 40% of the bookings came from the FIO membership and 60% outside, including several international users. KML supported 19 projects from 11 institutions with diving. A total of 473 dives were

undertaken by 38 AAUS divers during the year. The new seawater flow through system has also seen an increase in usage from last year, particularly in the late spring when usage reached over 80% capacity.


CONTRIBUTIONS TO MARINE SCIENCE EDUCATION

FIO’s mission aligns with a number of SUS goals adopted by the BOG including (1) providing access to and production of degrees; and (2) meeting statewide professional and workforce needs through providing opportunities for students to gain direct experience in marine research. FIO supports these goals by providing the infrastructure for hands-on marine science curriculum and student research opportunities that enhance their competitive positions for jobs in marine research and industry. Access to at-sea research facilities and experiential learning opportunities in marine science enhances the recruitment and retention of high ability Bachelor’s, Master’s and PhD students and results in more degrees awarded in related high-demand, high-skilled and high-wage targeted areas. FIO also supports the BOG goal to increase the number of students in the STEM fields, provide knowledge, innovation and commercialization to boost productivity and growth in Florida’s businesses and industries, and efficient resource utilization and impact of teaching and learning leading to graduation and entry into the workforce. In particular, FIO’s flagship 5-institute Summer Field Studies course (now in its 5th year) immerses students in hands on marine science and learning about Florida’s unique coastal environment. Over half of the 106 students that have graduated from this course have gone on to pursue STEM related careers.

Student Access and Curriculum

FIO’s vessels were used by 173 undergraduate students during the fiscal year along with 62 graduate students. KML facilities were utilized by 236 undergraduates and 41 graduate students and supported 10 Masters and 13 Ph.D. projects. Approximately 25% of the bookings for KML during the fiscal year were primarily for educational purposes while 16% were for a combination of education and research activities. FIO’s assets supported a total of 32 University undergraduate and graduate courses (mostly public SUS institutions) this past year.

Education Impact



409 undergraduates & 103 graduates supported by FIO Vessels and KML.

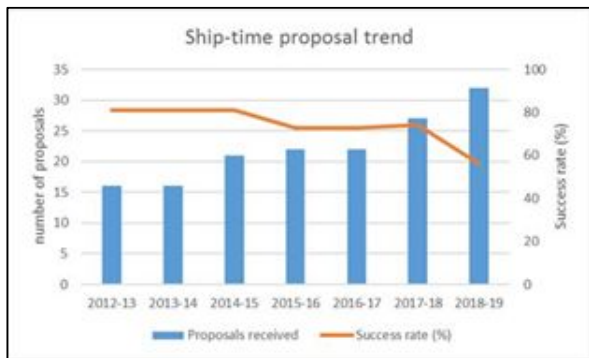
32 university courses supported by FIO Assets.

Table 3. FIO Member Institutions’ academic courses that used FIO assets: FY ’17-18

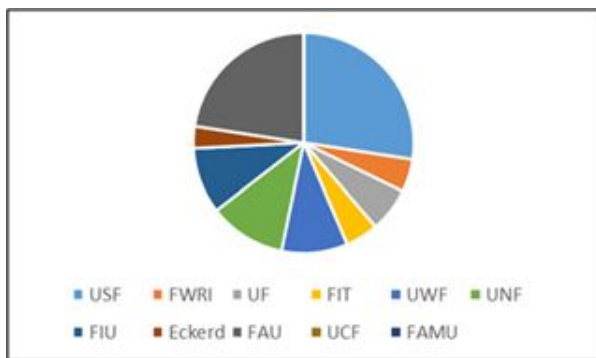
Institution	Course
Eckerd	MS 342
FAU	GLY 4500, 6934
FAU & USF	BSC 6936 (FAU), ZOO 4454 (USF)
FGCU	OCE 3008, OCC 4002C
FGCU	ZOO 3205C, OCE 3008C
FGCU & USF	OCE 3008 & OCE 4284C
FIT	OCE 4911, 4912, 4913
FIU	BSC 4205C
FSU	OCB 5264-1
New College	NCF 80027
UCF	BSC 4312
UF	FAS 4932, 5932
UNF	CHM 4910, 4970 & BSC 4905
UNF	BSC 4905, 6972
USF	OCE 6394 (pelagic ecology)
USF	GLY 6739, GLY 2100
USF & FAU	ZOO 4454L (USF) & BSC 6936 (FAU)
UWF	OCB 4201, 5203
UWF	ZOO 4254

Subsidized Ship-Time Awards Program

One of FIO’s most popular and impactful programs remains the subsidized ship-time awards program which is open to full FIO members through a competitive grants process. Last year, a total of 72 at sea ship days were provided to 7 SUS and 2 private institutions with one award to FSU rescheduled into 2018-19. USF and FAU remain the two largest recipients of ship time and KML time. Demand for use of FIO assets through the awards program also grew this year continuing a seven year trend (Figure 16). FIO received a record 32 proposals requesting over 140 ship-days. The FIO Ships Committee worked this year to develop a more standardized proposal scoring template that was used during the review process. Due to current financial constraints, FIO was only able to support 18 proposals for a total of 83 days at sea next year. The success rate for proposal was around 60%- the lowest it has been since FIO began tracking this in 2012. Efforts are also being made to improve access to Florida’s east coast. Next year, the schedule will have FIO vessels undertaking a fall trip to the East Coast of Florida up to Jacksonville and back. In the spring, the R/V Hogarth will travel up to Pensacola. Developing a standard annual rotation for FIO’s vessels to the far corners of the State should allow FIO members to coordinate adjoining cruises to these areas and also take advantage of the transit day savings.



16. Seven year trend in subsidized ship-time proposals received by FIO and funding success rate (%).



17. FY17-18 breakdown of subsidized ship time awards (days at sea) provided to FIO member institutions: FSU also received a ship-time award but the cruise had to be rescheduled to 2018-19.

FIO Marine Field Studies Course

The FIO Marine Field Studies Course, a field-intensive marine studies summer course, had sixteen undergraduate marine science students from the state of Florida attend this year (along with a graduate assistant from UNF). The 3 - 4 credit program (depending on institution) is a five-and-a-half-week field oriented course with structured lesson plans on marine ecology, biodiversity, geochemistry, chemical and physical oceanography.



18 & 19. FIO Marine Field Studies Course students deploy a CTD on-board the R/V Weatherbird (left) and learn new seining techniques at Matanzas Inlet (right).

The Course is also designed to expose students to various iconic marine habitats in different regions of the state. In addition to UNF, Florida Atlantic University (FAU) hosts a week at FIO's Keys Marine Lab, Florida Gulf Coast University (FGCU) at their Vester Field Station, University of South Florida (USF) at their St. Petersburg Campus, and the University of West Florida (UWF) in Pensacola Bay. The course instructors are experts in various facets of marine science at FIO's member institutions and they lead the students in independent and cooperative research methods with habitat analysis, species identification, fishery studies and much more.

FIO worked with a consulting group- SmartStart Evaluation, to assess the program and survey prior participants. Since the course started in 2013, more than 50% of the 90 Marine Field Studies Course alumni have gone on to graduate school. 100% of them have used the knowledge and skills obtained in the FIO Field Studies Course in their academic classes, jobs, or research; 71% have continued to conduct research regarding marine science and/or ecosystems and the environment. Last year's surveyed group indicated they had increases in the following areas after taking the course: knowledge, understanding of research, research skills, and preparation to attend graduate school and pursue a career in STEM.

The students' experiences were detailed, with pictures, on the course's blog website:

<http://marinefieldstudies2018.blogspot.com>

CONTRIBUTIONS TO MARINE RESEARCH

FIO’s mission related to marine research is mainly about facilitating and coordinate research among its member organizations where most of the actual research takes place. This “facilitate and coordinate” aspect of FIO separates it from most of the other university marine consortiums, which have faculty and scientists that actively pursue research (and teaching). Another distinction for FIO is that it manages an independent grants program, resulting from the *DeepWater Horizon* oil spill and subsequent RESTORE Act. These funds are designed to help the state further research in the Florida Gulf coast region and may be awarded to Florida academics or non-profits regardless of FIO membership. In all of these aspects, FIO significantly strengthens the SUS’s competitive position in securing higher levels of R&D investment from the federal government, foundations and industry. FIO supports the BOG goal to increase recognition for the SUS institutions to become national leaders in coastal oceanographic research and building world-class research capacity. FIO also supports interdisciplinary research and collaboration among member of the SUS and other members of FIO. By providing access with it’s infrastructure and developing collaborative academic and research programs, FIO also helps create distinguished faculty, and awards, both of which attract and retain oceanographic and marine science talent.

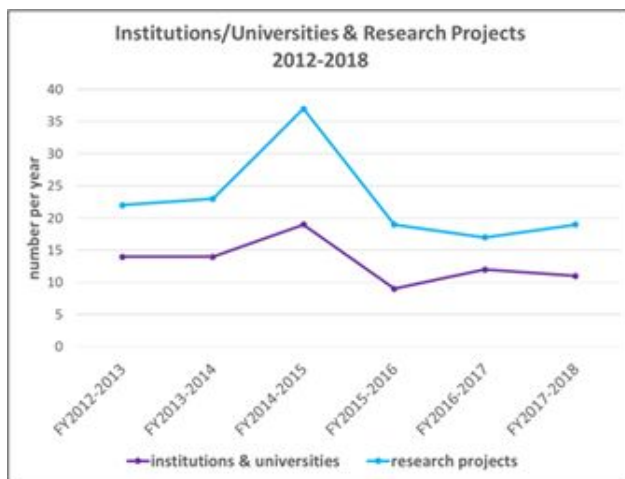
Research Support



\$2.6M granted under FLRACEP to
10 FIO Member institutions
16 peer-review submissions
30 manuscripts in preparation
39 projects supported at KML
\$40M of research grants supported

Faculty/Grants/Projects Supported

During the past year, FIO’s assets provided support for over \$40 million dollars worth of grants to the FIO membership. The largest grant usage for the past several years has been USF-College of Marine Science and Florida Fish and Wildlife Research Institute. At this time, tracking of grants, amounts, and publications associated with FIO assets is not possible but continues to be an area of focus. FIO is working on a digital cruise plan with USF IT which should greatly improve tracking and reporting on FIO’s research impact. KML was utilized 60% of the time primarily for marine research by faculty and scientists last year working on 39 research projects. A total of 25 faculty/scientists utilized FIO vessels for research.



20. KML supported institutions and research projects going back to FY '12-13.

Gulf of Mexico University Research Collaborative (GOMURC)

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 its inception, FIO has been the host of GOMURC with staff (part-time Coordinator) co-located in St. Petersburg, FL. 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’ services for new Gulf state and county restoration projects being funded by the RESTORE Council's Bucket 2 and 3 funding streams. GOMURC is continuing this work for a second year, working closely with GOMA and the RESTORE Council. We have successfully completed three reviews, receiving praise from Council staff on how the process was conducted, and hearing positive feedback from the grantees that it is encouraging them to better document the science supporting their projects. We have set up an experts database to support project reviews using university Ph.D.’s with appropriate expertise from around the Gulf of Mexico and we’re nearing completion of an online portal to manage the review submission process. The best available science review project provides some funding to support the GOMURC operation for another two years.

Florida RESTORE Act Centers of Excellence Program (FLRACEP)

As of June 218, the Florida RESTORE Act Centers of Excellence Program has awarded approximately \$3.6 million to Florida-based research scientists investigating different elements of marine fish and wildlife research and long-term fisheries monitoring. Plans are underway for another funding competition in 2019 that will include marine wildlife research, conceptual ecological modeling in estuaries, and habitat mapping on the West Florida Shelf. FLRACEP is also working on development of a long-term science plan to strategically guide future requests for proposals in the program’s eligible disciplines. The program anticipates issuing RFPs approximately every two years. The initial FLRACEP research grants are

complete. Ten PIs from eight Florida institutions were awarded \$2.6 million in total, producing 46 submitted or planned papers, and supporting 57 students. Highlights from the first ten funded projects include:

University of Florida: A combination of integrated ecosystem modeling and comprehensive collection of field data led to simulations of lionfish colonization of the Gulf of Mexico system and their impact on small demersal reef fishes, density-dependent lionfish growth, and potential trophic cascades.



Publications Submitted

- Harris, H.E., W.F. Patterson III, and M.S. Allen. Submitted. Assessing the efficacy of lionfish removals in the northern Gulf of Mexico: lionfish recolonization and the functional response of Red Snapper and Vermilion Snapper.

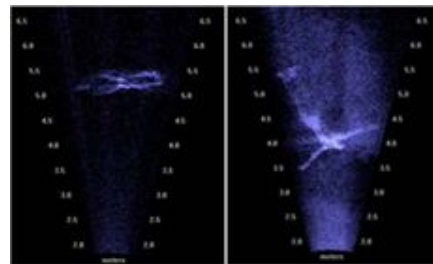
Publications In Prep

- Dahl, K.A., and W.F. Patterson. In Prep. Factors affecting diet shifts and generalism in invasive lionfish from the northern Gulf of Mexico.
- Chagaris, D., W.F. Patterson III, and M.S. Allen. In Prep. Invasive lionfish limit recovery of small reef fish in the Northern Gulf of Mexico following the Deepwater Horizon disaster. Ecological Modeling.

Publications Planned

- Chagaris, D., W.F. Patterson III, and M.S. Allen. Planned. Evaluating the regional effects of localized lionfish removals on reef fish communities using a spatially explicit food web model.

Florida International University: Developed and tested a new method of identifying reef fish to species by analyzing and interpreting active acoustic data – a non-extractive method that can be deployed from a research vessel.



Publications Submitted

- Boswell, K.M., G. Pedersen, S. Labua, W.F. Patterson III, and J.C. Taylor. Morphological variation and broadband scattering responses of reef-associated fishes from the Southeast United States. Submit to ICES Journal of Marine Science.

Publications In Prep

- Garner, S.B., J.A. Lewis, K. Boswell, and W.F. Patterson III. Reef fish community, trophic, and size structure at artificial versus natural reefs in the northern Gulf of Mexico. Submit to Marine Ecology Progress Series.

- Roa, C., K.M. Boswell, G. Pedersen, W.F. Patterson III, and J.C. Taylor. Classification-based discrimination of reef fishes derived from broadband target strength models. Submit to Journal of Acoustical Society of America.
- White, A., W.F. Patterson III, and K.M. Boswell. Distribution of fish biomass at natural and artificial reefs in the northeastern Gulf of Mexico estimated from acoustic surveys. Submit to Fisheries Research.

University of West Florida: Examined the biological productivity of artificial and natural reef communities. Data suggested that microalgae is a significant contributor to production in the Northern GOM region, and that shallow-water deployment of artificial structures has the potential to enhance recruitment of exploited species.



Publications Submitted

- Cesbron, F., M.C. Murrell, M.E. Hagy, W.H. Jeffrey, W.F. Patterson III and J.M. Caffrey. Patterns in phytoplankton and benthic production on the shallow continental shelf in the Northeastern Gulf of Mexico. Submitted Continental Shelf Science

Publications Planned

- Brooks, K.K., F. Cesbron, W.F. Patterson III, J. M. Caffrey. Changes in primary production, nutrient fluxes, and rates of succession following the deployment of an artificial reef system in the Northeast Gulf of Mexico. Planned submission to Estuaries and Coasts
- Brooks, K.K., F. Cesbron, S.B. Garner, W.F. Patterson III, W.H. Jeffrey, J. M. Caffrey. Evaluating Ecosystem response following artificial reef deployment in the northeastern Gulf of Mexico. Planned submission to Estuaries and Coasts
- Garner, S.B., J.M. Caffrey and W.F. Patterson III. Reef fish recruitment and community development at following artificial reef deployment in the northern Gulf of Mexico. Planned submission to Marine and Coastal Fisheries

Florida State University: Deepwater community structure was described, with a new shark species discovered, another re-discovered in the GOM, and a deepwater skate adult found when only a few juveniles had every been recorded. Deepwater shark and bony fish recovery from *Deepwater Horizon* oil and chemicals appeared to be complete until the final year of sampling where toxicological indicators spiked.



Publications Submitted

- Pflieger, M., R.D. Grubbs, C.F. Cotton, T.S. Daly-Engel. In press. *Squalus clarkae*, sp. nov., a new dogfish shark from the northwest Atlantic and Gulf of Mexico, with comments on the *S. mitsukurii* species complex. Zootaxa

- Daly-Engel, T.S., I.E. Baremore, R.D. Grubbs, S.J.B. Gulak, M.P. Enzenauer, R.T. Graham. 2018. Resurrection of the bigeye sixgill shark *Hexanchus vitulus* (Hexanchiformes, Hexanchidae), with comments on its distribution in the northwest Atlantic Ocean. *Mar Biodiv.* <https://doi.org/10.1007/s12526-018-0849-x>
- Shipley, O.N., E.J. Brooks, D.J. Madigan, C.J. Sweeting, R.D. Grubbs. 2017. Stable isotope analysis in deep-sea chondrichthyans: recent challenges, ecological insights, and future directions. *Reviews in Fish Biology and Fisheries.* DOI 10.1007/s1160-017-9466-1
- Gaither, M.R., B. Violi, H.W.I. Gray, F. Neat, J.C. Drazen, R.D. Grubbs, A. Roa-Varon, T. Sutton, A.R. Hoelzel. 2016. Depth as a driver of evolution in the deep sea: Insights from grenadiers (Gadiformes: Macrouridae) of the genus *Coryphaenoides* *Molecular Phylogenetics and Evolution* 104: 73-82

Publications In Prep

- Grubbs, RD, CF Cotton, A Mickle, T Daly-Engel. In preparation. New data for three species of hagfishes (Myxinidae) from the northern Gulf of Mexico.
- Grubbs, RD, CF Cotton, J Gelsleichter. In preparation. Community and population level effects of the DwH oil spill on deep demersal fishes
- Jones, C, RD Grubbs, CF Cotton. In preparation. Redescription of the deepwater skate *Rajella purpuriventralis* in the Gulf of Mexico with notes on its ecology.
- Cotton, CF, B Keller, RD Grubbs. In preparation. Age, growth, and reproduction of *Squalus rnbensis* in the northern Gulf of Mexico
- Cotton, CF, B Keller, RD Grubbs. In preparation. Age, growth, and reproduction of *Squalus clarkae* in the northern Gulf of Mexico
- Cotton, CF, B Keller, S. Murawski. In preparation. Age and growth of *Ophichthus rex* in the northern Gulf of Mexico
- Cotton, CF, W Driggers III, RD Grubbs. In preparation. First evidence of pupping areas in the northern Gulf of Mexico for deep-water sharks

University of South Florida (1): Successful demonstration of underwater gliders as vehicles for integrating complimentary technologies for mapping fish distributions: tag telemetry, passive acoustic monitoring, and calibrated echosounder biomass.



Publications Submitted

- Lembke, C., S. Lowerre-Barbieri, D. Mann, C. Taylor, “Using Acoustic Technologies to Underwater Gliders to Survey Fish”, *Marine Technology Society*. Submitted.

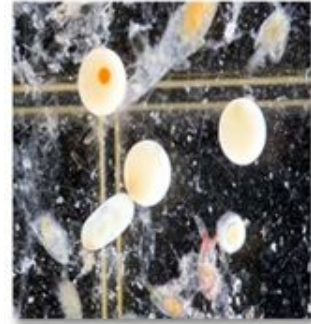
Publications Planned

- Lembke, C., D. Mann, C. Taylor, J. Gray, E. Hughes, A. Silverman, “Utilizing Gliders and Acoustics to Identify Fish Habitat Hotspots”, *MTS/IEEE Oceans 2018 Presentation and Proceedings*. In Preparation.

University of South Florida (2): Advancements in DNA barcoding permitted identification of newly spawned fish eggs to species, and led to theories about the egg dispersal strategies of shelf and pelagic species.

Publications Submitted

Burrows, M., J.S. Browning, M. Breitbart, S.A. Murawski, E.B. Peebles (in review at Fisheries Oceanography). DNA barcoding reveals clear delineation between spawning sites for neritic versus oceanic fishes in the Gulf of Mexico.



University of Central Florida: First observations of little-understood transition from offshore to nearshore habitats for juvenile sea turtles. Comparison with passive drifters demonstrated active swimming and purposeful orientation.

Publications Submitted

- Caillouet, Jr., C.W., S.W. Raborn, D.J. Shaver, N.F. Putman, B.J. Gallaway, and K.L. Mansfield. 2018. Did declining carrying capacity for the Kemp's ridley sea turtle population within the Gulf of Mexico contribute to the nesting setback in 2010-2017. *Chelonian Conservation Biology*, submitted August 2017; In press



Publications In Prep

- Mansfield K, Phillips K, Seney E, Putman N. in prep. Rethinking sea turtle ontogeny and early life history: A Gulf of Mexico case study. Target journal: *Bulletin of Marine Science*. In prep.

Publications Planned

- Inferring genetic stock of origin using particle simulation (Phillips et al., pending).
- Stock of origin and environmental variables influencing habitat use and transitions (Phillips et al., pending).
- Foraging ecology and stable isotope paper (in collaboration with Dr. Simona Ceriani, FWC; pending).
- Data synthesized in Gulf analyses (1) funded by National Academies of Sciences (NAS)—pending.
- Data synthesized in Gulf analyses (2) funded by National Academies of Sciences (NAS)—pending.

Nova Southeastern University: Satellite interpretation and groundtruthing fieldwork resulted in 1,263km² of benthic habitats mapped on the West Florida Shelf.

Publications In Prep

- Walker BK., Eagan S., Ames C., Keenan S, Baumstark R. Hardbottom Mapping and Benthic Community Characterization and Biogeography of the shallow (<20m) West-Central Florida Gulf Coast. Bulletin of Marine Science. In prep.

University of Miami (1): New methodology developed for combining biological and economic indicators of stock abundance and sustainability status for recreational fisheries to assist managers in determining sustainable recreational fishing levels and maximization of socio-economic benefits and services.

Publications Submitted

- Ault, J.S., Smith, S.G., Bohnsack, J.A., Luo, J., Stevens, M.H, Bryan, D.R. 2018. Length- based risk analysis for assessing sustainability of data-limited tropical reef fisheries. Submitted to ICES Journal of Marine Science, in review. Submission date: March 31, 2018

Publications In Prep

- Smith, S.G., Ault, J.S., Bryan, D.R., Blondeau, J., Bohnsack, J.A., Stevens, M.H., Beerkircher, L., Acosta, A., Feeley, M. 2018. Comparison of fishery-independent and fishery-dependent population indices for reef-fishes in the Florida Keys: average length. Currently undergoing internal technical review by fishery scientists at NOAA SEFSC. Target journal: Fishery Bulletin US. Expected submission: June/July 2018.
- Smith, S.G., Ault, J.S., Bryan, D.R., Luo, J. 2018. Estimation of population indices from recreational fishing surveys in Florida's Gulf Coast, 1981-2016. In preparation. Expected submission: after acceptance of Paper #2, Fall 2018.
- Leeworthy, V.R., Schwarzmann, D., Smith, S.G., Ault, J.S. 2019. Estimation of the economic value of changes in bag limit/ size limits by recreational anglers on charter and private boats for spotted seatrout on Florida's West Coast: towards a bioeconomic model. In preparation. Accompanying technical review by economists at NOAA SEFSC. Expected submission: after acceptance/publication of Papers #1-3, Winter 2018-19.

University of Miami (2): New spatial distribution patterns of GOM species (fish, marine mammals, sea birds, sea turtles) derived from a large database of monitoring surveys and environmental drivers for species groups. These are essential inputs for ecosystem models and the assessment and management processes.



Publications Submitted

- Grüss A, Babcock EA, Sagarese SR, Drexler M, Chagaris DD, Ainsworth CH, Penta B, deRada S, Sutton TT (2016). Improving the spatial allocation of functional group biomasses in spatially-explicit ecosystem models: Insights from three Gulf of Mexico models. Bulletin of Marine Science, 92(4): 473-496
- Grüss A, Thorson, JT, Babcock EA, Sagarese SR, Karnauskas M, Walter JF, Drexler MD (2017). Ontogenetic spatial distributions of red grouper (*Epinephelus maria*) and gag grouper (*Mycteroperca microlepis*) in the U.S. Gulf of Mexico. Fisheries Research, 193: 129-142.

- Grüss A, Thorson, JT, Babcock EA, Tarnecki JH (2018). Producing distributions maps for informing ecosystem-based fisheries management using a comprehensive survey database and spatio-temporal models. *ICES Journal of Marine Science*, 75(1): 158-177.
- Grüss A, Chagaris DD, Babcock EA, Tarnecki JH (2018). Assisting ecosystem-based fisheries management efforts using a comprehensive survey database, a large environmental database and generalized additive models. *Marine and Coastal Fisheries*, 10: 40-70.
- Grüss A, Drexler MD, Ainsworth CH, Babcock EA, Tarnecki JH, Love M (2018). Producing distribution maps for a spatially-explicit ecosystem model using large monitoring and environmental databases and a combination of interpolation and extrapolation. *Frontiers in Marine Science*, 5: 16.

Publications In Prep

- Grüss A, Drexler MD, Ainsworth CH, Roberts JJ, Carmichael RH, Putman NF, Richards PM, Chancellor E, Babcock EA, Love, MS (under review). Improving the spatial allocation of marine mammal and sea turtle biomasses in spatially-explicit ecosystem models. *Marine Ecology Progress Series*.
- Grüss A, Perryman HA, Babcock EA, Sagarese SR, Thorson JT, Ainsworth CH, Anderson EJ, Brennan K, Campbell MD, Christman MC, Cross S, Drexler MD, Drymon JM, Gardner CL, Hanisko OS, Hendon J, Koenig CC, Love M, Martinez-Andrade F, Morris J, Noble BT, Nuttall MA, Osborne J, Pattengill-Semmens C, Pollack AG, Sutton TT, Switzer TS (under review). Monitoring programs of the U.S. Gulf of Mexico: inventory, and development and use of a large monitoring database for mapping fish and invertebrate spatial distributions. *Reviews in Fish Biology and Fisheries*.
- Grüss A, Drexler MD, Chancellor E, Ainsworth CH, Gleason JS, Tirpak J, Love MS, Babcock EA (planned). Representing species distributions in spatially-explicit ecosystem models from presence-only data. *Fisheries Research*.

FIO OUTREACH AND LEADERSHIP

One of FIO's priorities is communicating scientific information about coastal and marine environments produced by members, and promoting the importance of the FIO Consortium. FIO pursues its outreach and leadership objectives through a multipronged approach that includes (1) FIO organized events and programs; (2) Attending meetings (national, international, local) to represent the FIO membership; (3) through its on-line and digital distribution; (4) media outreach efforts. FIO continues to experiment with its outreach efforts and is putting more emphasis into measuring its impact to facilitate developing a more comprehensive marketing and outreach strategy.

FIO Events/Programs


Organizing events such as workshops, symposiums, forums, and tours with FIO membership and partners fulfills FIO's objectives outlined in its strategic plan to connect people, probe emergent problems, identify research needs, and promote the importance of marine science in Florida. During the 2017-18 fiscal year, FIO undertook organizing a number of high profile events to help meet our mission and strategic plan objectives. Below are highlights from several of these events.

Florida Marine Science Symposium

The inaugural Florida Marine Science Symposium which was co-sponsored by FIO, FWC, and FLDEP featured expert presentations on the current state of Florida's unique habitats, coastal ecosystem dynamics, and fish and wildlife populations, as well as panel discussions for cross-disciplinary synthesis of session topics. A total of 31 presentations covered a wide variety of topics including Hurricane Irma's Impact on Florida's Coastal Areas, Florida's Critical Marine Wildlife, Marine Ecosystem Health and Prediction, Health and Status of Florida Marine Habitats, and Science and Management of Florida's Fisheries. The day-long event held in October, 2017 was attended by 95 scientists, researchers, and students from around the state of Florida and was also live-streamed on FIO's YouTube channel to nearly 200 viewers. It was decided at the Spring 2018 FIO Council Meeting that holding the FMSS every other year might optimize its value, with 2019 being the next one.

<https://www.fio.usf.edu/documents/programs/florida-marine-science-symposium-poster.pdf>

Outreach



**391 K-12 students, 155
undergrads, 81 graduates,
191 faculty, & 567 general
public toured FIO vessels.**

**32 media pieces
featured FIO or KML.**



21. The inaugural Florida Marine Science Symposium, held at FWRI headquarters in St. Pete, was attended by 95 scientists and professionals from around the state.

Florida Coastal Mapping Program (FCMaP) workshop



22. Breakout session during FCMaP workshop

FIO partnered with the US Geological Survey (USGS) to organize a workshop on the state of sea floor mapping across the State of Florida. The steering committee included participation from FL Department of Environmental Protection (FDEP), Fish & Wildlife Commission (FWC), National Oceanic and Atmospheric



23. Less than 20% of Florida's shelf sea floor has been mapped modern technology.

Administration (NOAA), US Army Corps of Engineers (USACE), Bureau of Ocean Energy Management (BOEM), and the Marine Exploration Center (MEC). A 3-day workshop was held in January, 2018 to evaluate the state of coastal mapping in Florida, assess and prioritize gaps in coverage, and develop a ten-year strategy to complete high-resolution mapping of Florida coastlines and waters. Institutions. A revitalized effort to examine the current state of Florida's coastal seafloor mapping is overdue and needed to help coordinate planned mapping efforts, reduce redundancy, help set priorities, and catalyze new seafloor mapping efforts to make Florida a national leader. There have been ongoing improvements in seafloor mapping technologies, infrastructure, and mapping server capabilities – all of which can increase options and bring costs down. Outcomes of the workshop are currently under review and will be released as a USGS special publication. Efforts are currently underway to do a pilot mapping demonstration in the Big Bend region and to organize prioritization workshops in each of the Florida subregions.

<https://www.fio.usf.edu/programs/florida-coastal-seafloor-mapping-program>

R/V Hogarth Ports Tour

Recognizing the need to undertake sea trials with the newly constructed R/V Hogarth and the interest in FIO members to showcase the vessel to their faculty and students, FIO planned a Ports Tour of the state. Originally planned for October, the tour had to be postponed so that the vessel could go back to the ship yard and have a larger diameter exhaust system installed. Beginning in Mid-



24. Map of Florida showing planned stops during the 2018 Hogarth sea trials and Ports Tour



25. Students from local schools get a tour of the Hogarth during a 2-day stop at FAU Harbor Branch Oceanographic Institution in Fort Pierce.

January through late March, the vessel visited a total of 8 ports on the East and West Coasts of Florida. Each port stop varied slightly but generally consisted of vessel tours for faculty, students, and K-12 groups, welcoming ceremonies, and short science demonstrations. A total of 566 students, 191 faculty

members, and 367 members of the public toured the vessel as part of the Ports Tour. In addition, 9 media articles and several TV and Radio stories were generated. Several of the planned stops (e.g., Fort Meyers and Cedar Key) were rescheduled to take place this coming year in order to coincide with other member-led activities in these ports.

Florida Oceans Day/Florida Ocean Economy Forum

Florida Oceans Day was held on February 12th, 2018 in the Tallahassee capitol building and featured an evening Florida Ocean Economy Forum event designed to highlight the important role oceans play in driving the coastal economy in Florida (the second largest coastal economy in the nation at over \$800 billion per year). This year’s forum centered on algae (micro and macro) and featured four panelists discussing algae’s relevance for food, energy, and water quality. FIO continues to seek ways to revitalize Oceans Day by featuring our members and spotlighting marine issues that are critical to the citizens of Florida. Next year, we will be aiming to combine the Forum with exhibits, FOA legislative luncheon, and Mote’s reception into a single day. FIO is currently working on a concept suggested by FOA and FIO members to put on a FL legislative staffers “boot camp” around marine environmental issues next year at part of Oceans Day, which will feature experts from the FIO membership and representatives from Industry.



26. Flyer circulated for Oceans Day Economic Forum that featured a panel of industry representatives and scientists from the FIO membership to discuss Algae

Collaborative National and Regional Memberships

Representing the FIO membership within national or regional collaborative organizations to share relevant information and stay abreast of legislative developments and opportunities is another hat FIO wears. The principal organizations that FIO is a member of include: the Coalition of Ocean Leadership (COL), the Southern Association of Marine Labs (SAML), the Association of Marine Labs of the Caribbean (AMLC), the Southeast Coastal Observing Regional Association (SECOORA), the Gulf of Mexico Ocean Observing System (GCOOS), and the University-National Oceanographic Laboratory System (UNOLS). This year, FIO became one of thirteen associate members of the East Coast Oceanographic Consortium (ECOC) led by the University of Rhode Island which was selected by the National Science Foundation to operate one of the new \$100M dollar NSF-owned regional class research vessels. The new ship will be constructed over the next three years and is expected to be 199 feet long and 41 feet wide and capable of working across the Atlantic Ocean with up to 16 scientists aboard. The regional class vessel will complements FIO’s smaller coastal class vessels and the ECOC will provide FIO members with opportunities for networking and collaborate on research activities and geographies that require larger vessels.

Visits/Meetings Attended by FIO Staff

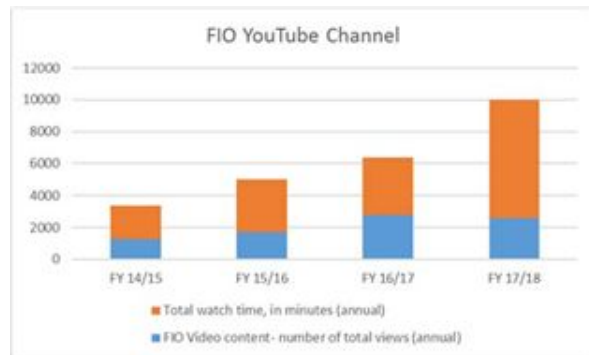
A major component of the FIO Director's job duties involves networking with academic, community, political, civic, industry, and agency leaders. Communicating out FIO's capabilities and staying on top of new developments with the FIO's members is not an easy undertaking given the size of the FIO consortium. The FIO Director continues to visit FIO member institutions on a regular basis meeting with council member representatives, faculty, and students. While there have been some interactions with Presidents and Provosts from member institutions, this will increasingly be a focus in the year ahead. In addition, the FIO Director has been meeting civic, business and political leaders to generate support and revenues for the FIO Consortium. A summary of some of the meetings/events attended during the 2017-18 fiscal year by the FIO Director and/or senior FIO staff is included below:

- *Florida Local Environmental Resource Agencies Meeting (speaker) – Aug 3, 2017*
- *U.S. Coral Reef Task Force Meeting (participant) – Aug 8-11, 2018*
- *American Fisheries Society Meeting, FLRACEP Centers of Excellence Session (organizer/presenter), FIO Booth/Exhibit in exhibit hall (exhibitor), R/V Bellows Tours (host) – Aug 24, 2017*
- *Florida Ocean Alliance strategy meetings Harbor Branch, FAU (August, 2017)*
- *University of Florida Cedar Key Biological Station Ribbon-Cutting (participant) – Sept 22, 2017*
- *Lionfish Fundraiser & Awareness Event (host/facilitator/organizer) – Oct 19, 2017*
- *Hogarth Homecoming Event (host/facilitator/organizer) – Oct 23, 2017*
- *Rookery Bay National Estuary Reserve site visit (with fall 2017 FIO council meeting)*
- *Florida RESTORE Act Centers of Excellence Program All-Hands Meeting (host/facilitator/organizer) – Oct 26-27, 2017*
- *National Academies of Science Gulf Restoration Program Advisory Committee meeting (speaker) – Nov 9, 2017*
- *Washington DC Capital Hill Legislative visits with FL delegation- November, 2017*
- *Sanibel Captiva Conservation Association marine lab site visit - Nov, 2018*
- *Nova Southeastern University Helmos Oceanography Center (speaker for Explorers Club)- Nov, 2017*
- *University of Florida Lionfish Workshop (participant) – Nov 15, 2017*
- *UNOLS Annual Fall Members Meeting (participant) – Nov 29-30, 2017*
- *University of Tampa marine lab site visit - December, 2017*
- *Mote Marine Lab Sarasota campus visit - December, 2017*
- *North Florida Marine Science Symposium (participant) – Jan 25-26, 2018*
- *Harbor Branch Campus visit (with Ports Tour)-January, 2018*
- *Florida Keys College campus visit - January, 2018*
- *University of Miami/RSMAS Campus site visit- January, 2018*
- *Mote Elizabeth Moore International Center for Coral Reef Research & Restoration. Summerland Key - January, 2018*
- *Gulf of Mexico Habitat Mapping Workshop (facilitator/organizer) – Feb 5, 2018*
- *Gulf of Mexico Oil Spill and Ecosystems Conference (speaker/organizer) – Feb 6-9, 2018*
- *Florida Ocean Alliance legislative luncheon & annual board meetings (February, 2018)*
- *AGU Oceans Sciences meeting (exhibitor)- Feb 11-16, 2018*
- *FL Keys National Marine Sanctuary Advisory Council Meeting (participant) – Feb 20, 2018*
- *Coalition for Ocean Leadership (COL) Washington DC industry forum (member)- March, 2018*
- *Gulf States Marine Fisheries Commission Meeting (speaker) – Mar 15, 2017*
- *University of Florida campus visit and talk- March, 2018*

- Florida State University campus visit and talk- *March, 2018*
- EPA Gulf Breeze laboratory site visit- *March, 2018*
- US-Mexico-Cuba Tri National Annual Meeting (*participant*) – *Mar 29-30, 2018*
- NOAA Gulf Habitat Monitoring and Mapping Workshop-Alabama (*participant*)- *April, 2018*
- Southern Association of Marine Labs Annual Meeting (*member*) – *Apr 8-10, 2018*
- University of West Florida campus visit (student and faculty meeting)- *April, 2018*
- Dauphin Island Sea Lab site visit, Alabama- *April, 2018*
- Florida Atlantic University main campus visit- *May, 2018*
- University of North Florida site visit (*with FIO Council meeting*)- *May, 2018*
- Gulf of Mexico Monitoring Community of Practice Workshop (*participant*) – *June 11, 2018*
- Gulf of Mexico Alliance All-Hands meeting (*participant*) – *June 12-14, 2018*
- Celebrating Florida's Beaches and Their Protection Panel Discussion (*speaker*) – *June 27, 2018*
- US Coast Guard Sectoral 7 meetings (*quarterly; attendee*)
- St. Pete Oceans Team (*quarterly, member*)
- St. Petersburg Chamber of Commerce Innovation District (*monthly, member*)
- Gulf of Mexico University Research Collaborative (*Board member, monthly*)

FIO Web & Social Media Outreach

The FIO newsletter has historically been one of the main vehicles for FIO communication. While FIO continues to produce these (mainly for our membership), we are investing more effort into growing our on-line presence. The FIO website saw over 13,800 visitors over the past year, with our highest month seeing 1,750 site visits. The site’s most popular page was the R/V Hogarth page which featured FIO’s newest research vessel. Internet users spent an average of 2 minutes and 30 seconds on the R/V Hogarth vessel page and users spent an average of 2 minutes and 2 seconds on the FIO site overall (down 51 seconds from last FY). FIO saw 9,975 “unique visitors” (first-time visitors) to our website this year.



27. 3-year trend in visits and views to FIO's YouTube channel

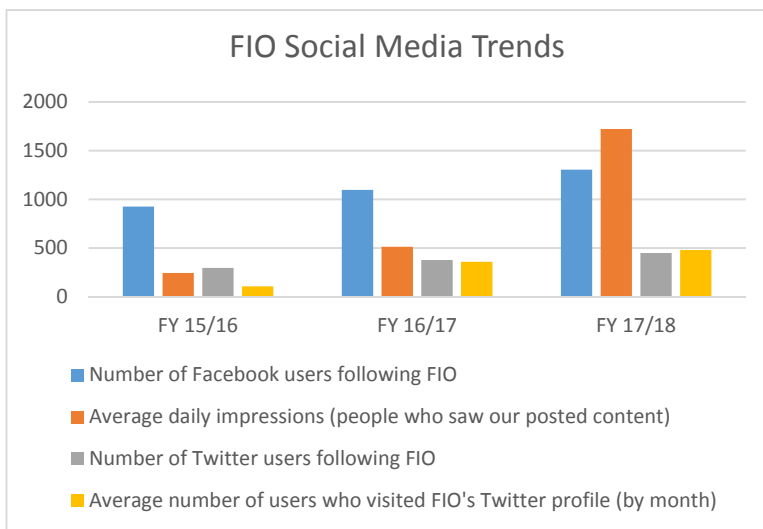
FIO focused on providing fresh, targeted and interactive content through its social media in 2018 in order to engage the public on a variety of mediums. Social media is a prime, no-cost resource to promote FIO’s events, programs, collaborations, and member institutions’ research with the approximately 2 billion users on Facebook, 1.8 billion users on YouTube and 350 million users on Twitter.

FIO utilized YouTube to stream a major conference that FIO hosted- the Florida Marine Science Symposium (FMSS). The streaming allowed users within the marine science industry to “remote in” to the presentations, panel discussions and poster sessions. FIO gained 15 new subscribers and added a total of 111 videos to the FIO YouTube channel. The Symposium videos reached 248 views for a total watch time of 4,692 minutes (or 78.2 hours). The total watch time for FIO YouTube Channel videos reached 7,385 minutes (or 123.1 hours) for the Fiscal Year 17-18. At the end of FY16/17, FIO had 1096 Facebook Likes (followers)

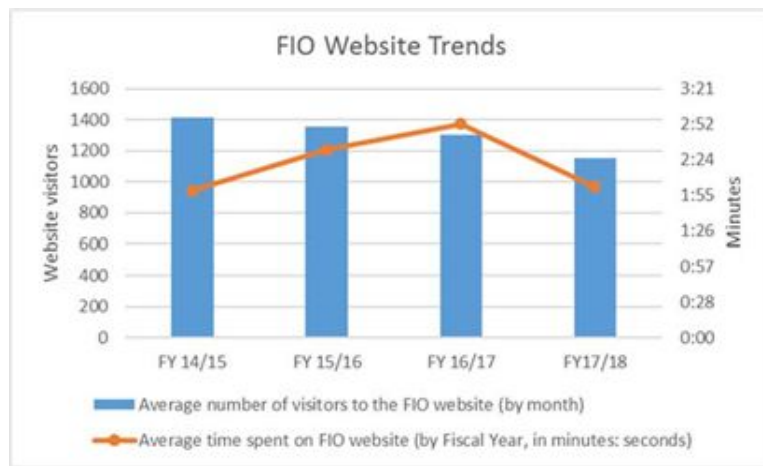
with an average of 243 daily engagements (times our followers interacted with our posted content) and a total of 2,184 unique visitors to our Facebook Page. At the end of FY17/18, FIO had 1,304 Likes (an increase of 208 users- an increase of 37 followers gained over the previous FY) and an average of 512 daily engagements with a total of 4,806 unique visitors. FIO’s Twitter presence increased, as well, but didn’t see the same spike as our Facebook page- over the past year, we picked up 68 new followers (a decrease of 13 new followers picked up compared to FY 16-17) and increased our monthly profile visits from an average of 358 a month to 479 a month.

FIO in the News

Communicating through media outlets about FIO and the scientific information and educational activities of the FIO member consortium is an important component of outreach efforts. There



28. 3-year trend in visits to FIO's social media (Facebook, Twitter) feeds



29. 3-year trends in FIO website traffic. The FIO website was migrated to an entirely new platform this year which caused many older links to no longer function

has not been an effort to quantify the number of stories that mention FIO but this is increasingly easy to do with media tracking services. This past year, the launching of the new research vessel and the Ports Tour generated quite a bit of media interest that appeared in multiple outlets (newspaper, television, radio). Below is a sampling of some of the media stories about FIO and the activities of its members.

Sarasota Herald Tribune: <http://www.heraldtribune.com/news/20170727/higher-learning-sarasotas-shark-week-had-no-need-for-hyperbole>

Hernando Sun: <https://www.hernandosun.com/Cole-Kolasa-kayaking-from-Pensacola-to-Everglades-for-conservation>

Florida Trend: <http://www.floridatrend.com/article/22868/southwest-florida-newswire--august-2017>
<http://www.floridatrend.com/article/23294/floridas-new-state-of-the-art-research-vessel-rv-w-t-hogarth-arrives-in-st-petersburg>

WTSP CBS 10: <https://www.wtsp.com/article/entertainment/television/programs/great-day-tb/getting-the-dish-on-lionfish/483939034>

WFLA NBC 8: <https://www.wfla.com/news/hillsborough-county/invasive-lionfish-turn-out-to-be-tasty-meal/995038179>

WUSF: <http://wusfnews.wusf.usf.edu/post/usf-florida-welcome-new-research-vessel>

<http://wusfnews.wusf.usf.edu/post/taste-science-connects-scientists-and-curious-public>

WJCT: <http://news.wjct.org/post/1232018-wt-hogarth-teen-suicide-prevention-generous-pours-mapping-our-past>

Florida Times-Union: <http://www.jacksonville.com/news/metro/2018-01-25/unf-marine-science-students-check-out-state-s-brand-new-ocean-research-vessel>

Action News Jax CBS 47 & Fox 30: <https://www.actionnewsjax.com/news/local/university-of-north-florida-to-research-marine-life-from-78-foot-boat/689414092>

USA Today Florida Today: <https://www.floridatoday.com/videos/news/2018/01/22/research-ship-port/109716832/>

First Coast NBC/ABC News: <https://www.firstcoastnews.com/video/news/unf-improving-marine-life-on-the-first-coast/77-2897955>

Florida Politics: <http://floridapolitics.com/archives/254649-pinellas-lawmakers-want-answers-proposed-usf-consolidation>

Sun Sentinel: <http://www.sun-sentinel.com/local/broward/fort-lauderdale/fl-reg-marine-research-vehicle-20180126-story.html>

WSVN 7 News: <https://wsvn.com/news/local/new-ship-for-local-marine-research-sets-sail-from-fort-lauderdale/>

USA Today News-Press: <https://www.news-press.com/story/news/2018/02/16/fgcu-student-scientists-get-use-hogarth-new-florida-marine-research-vessel/316190002/>

UWF Newsroom: <http://news.uwf.edu/uwf-to-celebrate-research-vessels-visit-to-pensacola-with-reception/>

Sanibel Captiva Islander: <http://sanibel-captiva-islander.com/page/content.detail/id/583040/So-Much-To-Discover--National-Shell-Museum-given-opportunity-to-study-inhabitant-of-islands--favorite-shell.html?nav=5047>

WUWF: <http://wuwf.org/post/new-research-vessel-docks-pensacola-first-time>

Phys.org: <https://phys.org/news/2018-04-deepwater-horizonthe-impact-america-largest.html>

FIU News: <https://news.fiu.edu/2018/05/students-embark-on-research-trip-at-sea/122999>

St Pete Catalyst: <https://stpetecatalyst.com/agencies-begin-high-resolution-coastal-mapping/>

Creative Loafing: <https://www.ctampa.com/arts-entertainment/travel-leisure/article/21010883/celebrate-florida-beaches-at-the-florida-aquarium-in-tampa>

PRINT: TCPalm in Martin and St. Lucie Counties

Keys Marine Laboratory in the News

Keys Weekly: <https://keysweekly.com/42/new-coral-disease-spreading/>

Sarasota Herald Tribune: <http://www.heraldtribune.com/news/20180513/coral-scientists-create-gene-bank-for-endangered-pillar-coral>

Clemson Newsstand: <http://newsstand.clemson.edu/mediarelations/clemson-scientists-students-leading-hurricane-relief-efforts/>

News Deeply: <https://www.newsdeeply.com/oceans/articles/2018/05/16/scientists-race-to-decode-disease-devastating-florida-coral-reefs>

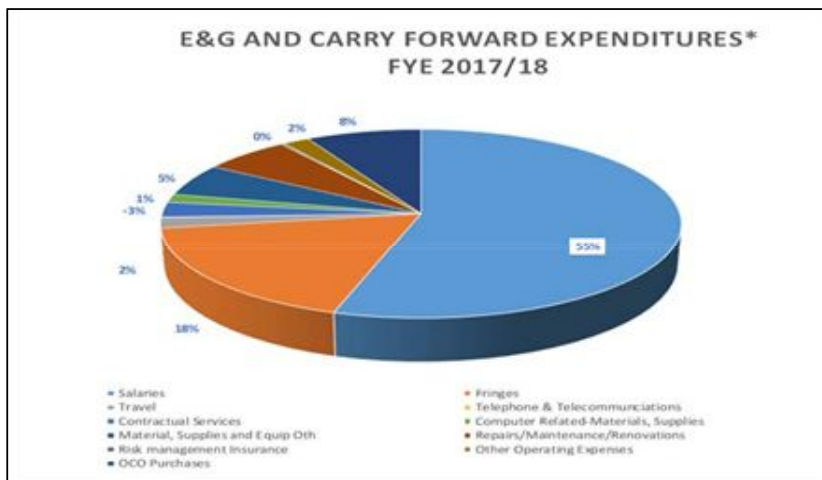
Keys News: <https://keysnews.com/article/story/coral-killer-continues-to-spread-along-reef/>

FINANCIAL SUMMARY 2017-18

FIO started FY'17/18 with an operating budget of \$4.67M that included \$2.2M in recurring funding and \$2.1M in carry forward funding from the previous year. FIO continues to maintain the \$250K in mandated reserves for the Keys Marine Lab and has added an additional \$150K in reserve for the FIO vessels. The rebuilding of KML after Hurricane Irma was largely covered by using carry forward funding and insurance settlements. Operating expenses for the year are expected to total \$2.4M, over a million dollars lower than the previous year, but still well above the current level of operational support FIO receives from the state legislature. In addition, major mechanical repairs and maintenance for the R/V Weatherbird II and on-going modifications of the R/V Hogarth will begin this summer and extend into the new calendar year with an estimated yard bill of \$1M. At 36 years in age, the R/V Weatherbird II will have her 5-year ABS inspection in January 2019, requiring an extended yard period to repaint and test/replace any weak portions of her hull. The R/V Hogarth will also be hauled at Duckworth Steel Boats for warranty repairs and modifications. With these added obligations, FIO's carry forward balance for next year is expected to be \$843K.

Table 4: 2017-18 E&G Balance Summary

Florida Institute of Oceanography E&G Fund Balance Summary FYE 2017/2018	
E&G Beginning Balance	
E&G Operating	\$ 2,194,875
CF Operating	2,081,203
00HOLD Required Reserves*	400,000
Total E&G Beginning Balance	4,676,078
Less: Actual E&G Expenditures	(2,020,819)
Less: Actual CF Expenditures	(412,150)
Less: 00HOLD Required Reserves*	(400,000)
Less: Encumbrances (fwd to 18/19)	(1,000,000)
Total Operating Expenditures**	(3,832,969)
TOTAL E&G FYE BALANCE***	\$ 843,109



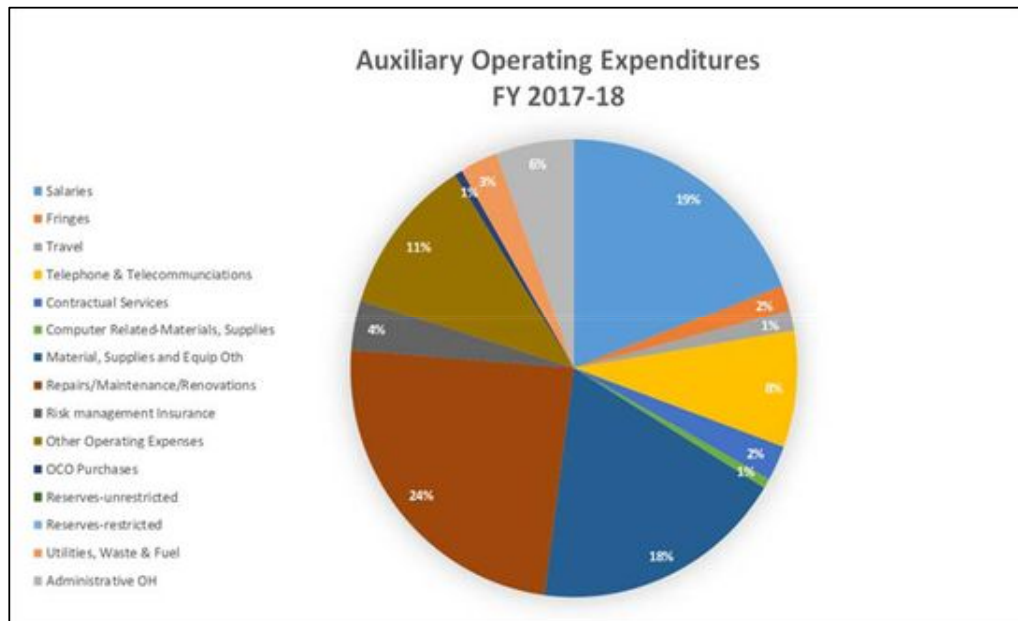
32.

30. Operating breakdown of annual operating expenses by major category

FIO’s auxiliary accounts which include mostly non-salaried operating expenses for the assets (Weatherbird, Hogarth, Price, KML) remain in fairly good shape with current and projected revenue (\$1.5M) above current and projected expenses (\$1 M) with encumbered expenditures of \$1M for FY18/19 taken out of carry forward E&G funds (table 5). The largest amount of FIO revenue continues to be from chartering its vessels.

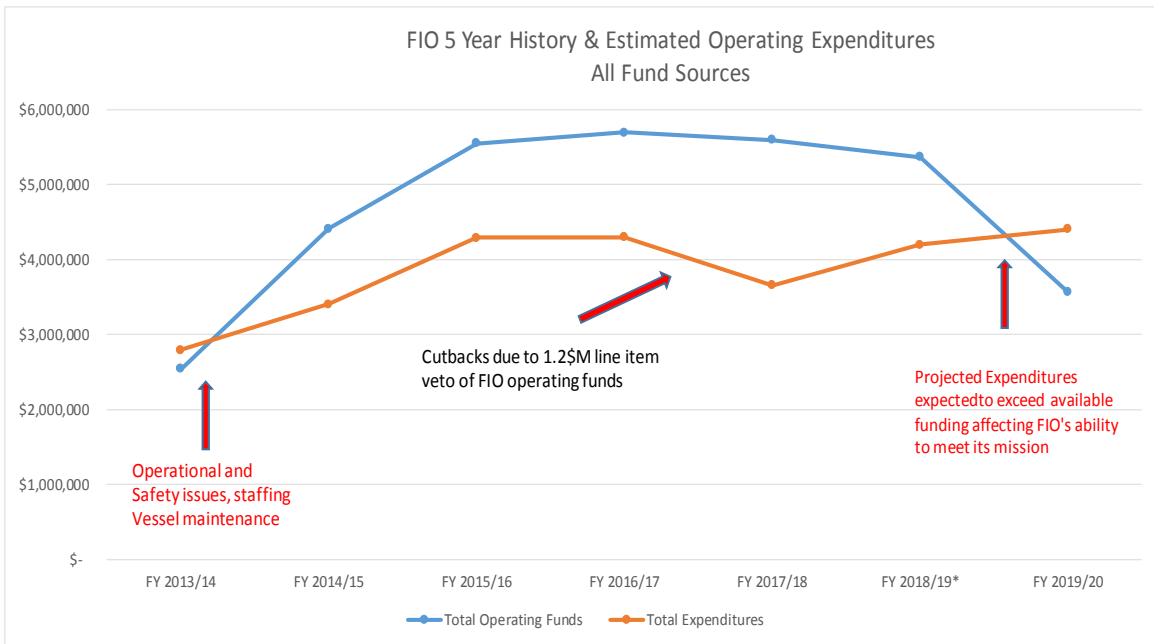
Table 6: 2017-18 Auxiliary Balance Summary.

Florida Institute of Oceanography All Auxiliary Balance Summary FY 2017/2018	
Fund Balance Available	
Balance Forward	\$ 376,980
Current Revenue	885,915
Projected Revenue 18/19	600,000
Total Fund Balance Available	1,862,896
Current Expenditures	(1,043,078)
Encumbered Expenditures	-
Total Operating Expenditures	(1,043,078)
Total Auxiliary FYE Balance*	\$ 819,817
*Est. forward balance to FY18/19	
Updated 8/27/18	



31. Spending breakdown of annual auxiliary expenses by major category

Depreciable assets on the university books now stand in excess of 9 million dollars. Market value surveys of the three older vessels (Bellows, WBII, Price) value them collectively at less than \$1.2M. The longer term financial outlook for FIO continues to be an area of concern. Carry forward funds have allowed FIO to continue to provide ship time and pay for rebuilding KML and major vessel repairs this past year but projections suggest that with existing cut-backs, FIO's operating expenses and large item repairs to its infrastructure will eventually exceed revenue (E&G and charter income)-currently projected during the 2019/2020 fiscal year. As occurred before 2013/14, FIO will fall back into a position where it struggles to meet the mission and well-maintained assets for its members.



32. FIO Operating Expenses for past five years projected forward 2 more years.

LOOKING FORWARD 2018-2019

State of Marine Science in Florida

Interest in marine science across the FIO membership continues to grow with many smaller universities and colleges now offering curriculum and even degrees. Quantifying the actual number of marine science undergraduate and graduate degrees awarded through the FIO consortium remains work in progress. Preliminary estimates gathered for 2015 from a survey of published graduate data from all of FIO member institutions suggests that there are about 1,000 undergraduates a year receiving Bachelor's Degrees directly related to marine science, about 400 Masters degrees, and 30 Ph.D.'s. The year ahead will see a continued effort to get more detailed information on these educational metrics, including what percentage of all graduates were involved with FIO and how their placement compares to students without FIO infrastructure opportunities. Getting a better understanding of curriculum across the FIO membership will also be a focus. Preliminary analysis of all marine field-related courses across the FIO membership estimates some 179 courses are being offered from year-to-year, the majority of which do not utilize FIO assets. Finally, we hope to finalize a detailed inventory of assets owned and operated by FIO members towards development of a more streamlined sharing system in order to improve efficiency and reduce redundancies.

Infrastructure

Maintaining FIO's infrastructure in safe and good working order will remain a top priority next year with particular emphasis on getting dynamic positioning capability on at least one of FIO's vessels. The Hogarth will also undergo some modifications at Duckworth Steel Boats during the winter to address shortcomings identified during her first year of service (including extending the back A-frame, increasing access to the two main water intakes to facilitate biofouling cleaning, improving CTD operations, and splitting the controls on both rudders). The marina dorm at KML will also get necessary architectural planning to renovate these spaces to convert some of the dorm space into small apartments. A larger site planning process for KML will also begin.

Academic Programs

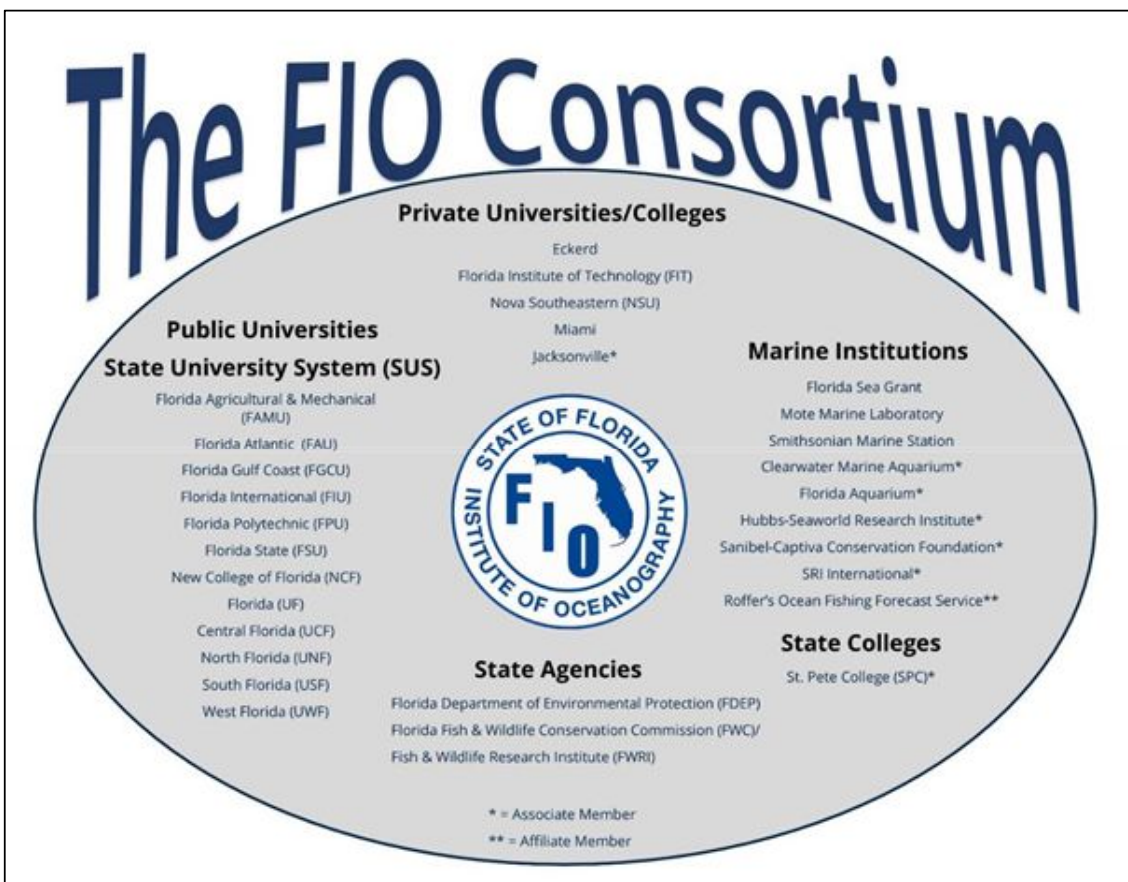
FIO will continue to support the 5-week field studies course next year also in addition to working with UF and several of the other SUS institutions to develop a graduate level multi-institute course. Remote distance learning is also an area where FIO hopes to increase usage and reach of its assets. FIO continues to seek standing courses that could be taught at KML or on the vessels that could be promoted through the FIO Consortium. Adding telepresence hardware technology to our vessels that utilize the low-orbiting iridium satellites could provide much greater ship-to-shore academic learning programs than are presently possible.

Research Programs

Facilitating research collaborations with members that utilize FIO assets will continue to be an area of focus with the goal of growing and diversifying charter use of the FIO vessels and KML. FIO will maintain its co-leadership role in the Florida Coastal Mapping Program (FCMaP), including seeking state and federal support to cover all of Florida's shelf area. The FLRACEP program will also be releasing a new request for proposals in January, 2019 with anticipated funding of several million dollars to be awarded through a competitive proposal process.

Strengthening the FIO Consortium

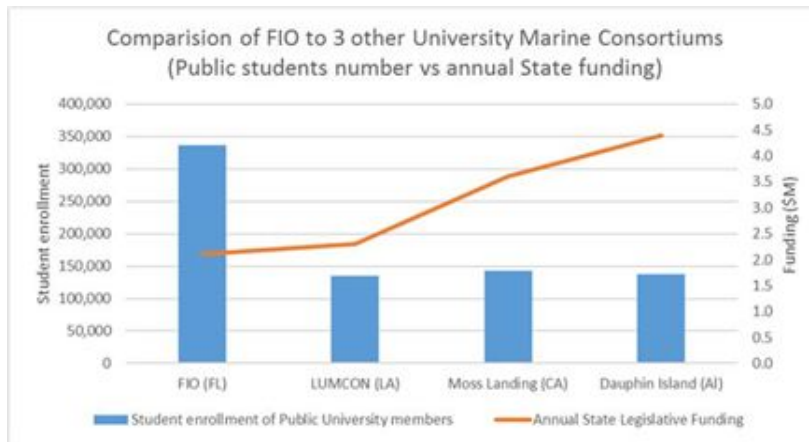
The FIO consortium of 30 members remains the backbone of the AISO, and member involvement, use of assets, and collaborative educational and research programs is essential. The FIO Committees (Executive, Education, Ships, New Membership) is where much of the engagement takes place. Over the past year, all of these committees have become active and are presently being well attended and engaged with advancing aspects of FIO's 2015-2020 strategic plan. However, there has never been systematic measures to track and assess engagement or how the FIO consortium is performing as a whole, it is an area that can likely be improved. As it stands, many research or educational proposals initiated by FIO member universities often do not include FIO as either a collaborator or facilitator even when they rely on FIO assets to undertake their research. As a consortium, FIO has never tried to systematically review and evaluate its collective strengths, identify gaps, or make strategic decisions (equipment, hires, curriculum, etc.) that fill those gaps.



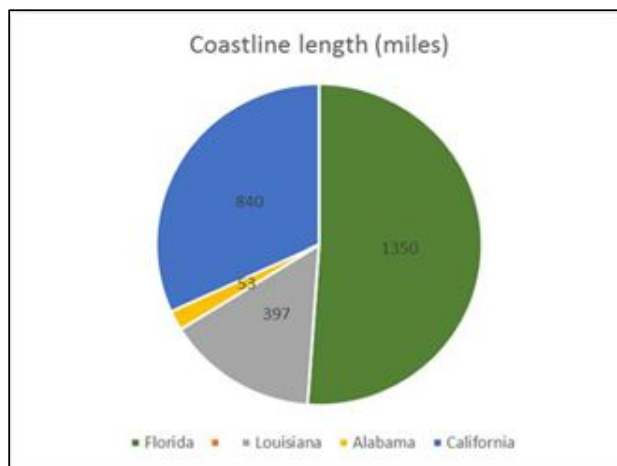
Moreover, membership has not been reviewed since 2012 for strengths and weaknesses or what existing or new associate or affiliate members bring to the consortium. St. Petersburg College is the only Florida college that is a member of FIO, but there is interest from other Florida colleges to increase collaborations with FIO around applied marine resource management degrees that they are now

offering. The FIO membership committee has updated the new member invitation letter and begun discussions on membership levels and criteria for new membership categories. Further considerations of new FIO members, consortium size, and membership criteria and levels will occur over the coming year as part of the update for FIOs strategic plan for 2020-2025.

Compared to other University Marine Consortiums- in California (Moss Landing), Louisiana (LUMCON), or Alabama (Dauphin Island), FIO stands out in a number of ways. It is the only consortium to not have active research or teaching faculty. FIO is also the largest consortium in terms of the number of members (30), and also in the number of enrolled students within its consortium (Figure 33). The geographic area that the FIO Consortium covers is by far the largest in the lower 48 States (Figure 34). Budget wise, FIO also receives the lowest amount of annual support from any of the four State legislatures where University Marine Consortiums exist (Figure 33). This comparison reinforces the 2014 FIO Members Survey Report that either FIO needs to increase its resources (rightsizing) to meet its mission, or scale back its mission, operation, and aspirational goals in the next strategic plan.



33. FIO's potential reach to state university member's students vs. state funding allocations to comparable state-wide consortiums



34. Florida's coastline length compared to Gulf of Mexico states and California

Priority areas of focus for the coming year

FIO Consortium

- *Increase engagement with FIO member institution senior administration (on-going)*
- *Seek legislative support to close FIO's current operating gap (on-going)*
- *Complete FIO membership inventory of state-wide technical capacity/expertise/gaps (Winter, 2019)*
- *Complete asset/equipment inventory and sharing between participating FIO member institutes (Spring, 2019)*
- *FIO Council to review existing FIO membership, potential new members, membership levels, benefits, and by-laws (Winter, 2019)*
- *Update FIO strategic plan/AISO renewal process for 2020-2025 period (Spring, 2019)*
- *Standardize FIO metric reporting framework and complete digital cruise planning tools (Winter, 2019)*

FIO Infrastructure/Operation

- *Undertake independent vessel safety and FIO marine operations review (August, 2018)*
- *Stabilize and complete hires for open FIO marine crew positions (Fall, 2018)*
- *Complete major yard periods for the R/V Hogarth and WBII for renewal of 5-year ABS (Winter, 2019)*
- *Update site plan for the Keys Marine Lab including remodel of dorms, as part of a more strategic assessment of FIO member institutions' existing and planned research and education infrastructure in the Florida Keys (Spring, 2019)*

FIO Research Programs

- *Release and implement FLRACEP RFP III grant program (January, 2019)*
- *Identify/facilitate grant/funding opportunities to FIO membership to use FIO assets (on-going)*
- *Continue support of Florida Coastal Mapping Program (FCMaP) to prioritize and identify funding for completing high resolution sea-floor maps for the entire state of Florida*

FIO Education Programs

- *Continue FIO undergraduate summer Field Studies Course and SUS subsidized ship time grants*
- *Facilitate development of multi-institute FIO graduate field course for 2019 (Spring, 2019)*
- *Identify/facilitate new FIO members courses/certificates programs utilizing FIO assets (on-going)*

FIO Outreach

- *Update and expand FIO digital media platforms (YouTube, Facebook, Twitter: On-going)*
- *Develop comprehensive FIO marketing strategy (Spring, 2019)*
- *Plan and seek sponsorship for fall 2019 Florida Marine Science Symposium with FIO membership*



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We live on a vast, underexplored planet that is largely ocean.

About 70% of the world is covered by water and despite modern technology, GPS navigation, and advanced engineering of vessels, the ocean is still unforgiving. Coastal navigation, with risks of running aground and inconsistent weather and sea patterns, can also be challenging and hazardous. Incomplete data limits our ability to make basic predictions about ocean weather, assess the environmental impact of oil spills, or estimate the impact of changes to ocean acidification. A large portion of our knowledge of the ocean floor is based on lead-line measurements or echo soundings.

For recreational boaters, a healthy marine environment is fundamental. It literally floats our boats. But the ocean also affects those who do not boat: Scientists agree that there's oxygen from ocean plants in every breath we take. Most of this oxygen comes from phytoplankton that live near the water's surface and drift with the currents. Like all plants, they use sunlight and carbon dioxide to make food. A byproduct of this photosynthesis is oxygen.

Even with the aid of satellites and autonomous underwater vehicles, we lack fundamental data relating to our oceans. But the more than 300 research vessels worldwide are helping to fill in these gaps. A new addition to this ever-expanding fleet was recently launched on Florida's west coast, and I was invited aboard for a sea trial.

The Inspiration

As I crossed the Sunshine Skyway Bridge at 5:45 a.m., I was looking over a predawn Tampa Bay and looking forward to my day aboard the 78-foot *R/V W.T. Hogarth*, a state-of-the-art marine laboratory designed to support both research and educational voyages.

It was no easy task finding her slip in a labyrinth of alleys, storage buildings, and parking spaces, all part of the University of South Florida (USF) campus in downtown St. Petersburg. As I pulled up to her slip I could see the silhouette of her captain pacing the afterdeck. "I'm glad you're on time," Captain David Coy said as I approached the boat.



Captain David Coy.

"There is no man despised more than a late crew," I replied. Within 45 minutes *Hogarth* was maneuvered away from her confined dock, and it was still pitch dark.

Shortly after clearing the mouth of the harbor we headed directly toward the sunrise. I joined Captain Coy and the first mate, Ryan Healy, at the helm on the dark bridge, illuminated only by the glow of large navigational screens. Below, in the saloon, scientists began to gather for breakfast. Seated around two tables drinking coffee, reading the paper, and talking about the day's voyage, they eagerly awaited the chef, Patrick Foster, who was about to serve breakfast from the adjacent galley.



Although the *Hogarth* is a research trawler by design, her motion through the water, her purposeful lines, and her accommodations would seem familiar to those of us who have spent time aboard recreational craft.

This vessel is the result of a concerted effort by the many people who envisioned her, raised funds for her construction, designed her, built her, and now operate her. She is named after Dr. William T. Hogarth, who recently retired after a distinguished 50-year career that included serving as the director of the Florida Institute of Oceanography (FIO), dean for USF's College of Marine Science, interim regional vice chancellor of USF St. Petersburg, director of the National Marine Fisheries Service, and chair of the International Whaling Commission. Hogarth also led the scientific response to the 2010 Deepwater Horizon oil spill.



The RV Hogarth is operated by the State of Florida Institute of Oceanography.

It was on his watch that FIO petitioned the State of Florida to provide \$6 million to fund the construction of the new vessel. The initial proposal was rejected, so Dr. Hogarth turned to the 22 academic members and the 11 Florida marine research members to contribute to the project. The final funding was a joint effort by the state, the City of St. Petersburg, and FIO membership.

The committee formed to oversee the project consisted of representatives of the crew, including Captain Coy, educators, scientists, and representatives of FIO membership. They met for 18 months and developed a comprehensive program for the vessel and its objectives. The design was awarded to Boksa Marine Design in Lithia, Florida, and the

construction to Duckworth Steel Boats in Tarpon Springs, Florida. *Hogarth* was launched in May 2017 and then spent several months getting her advanced scientific equipment installed in between sea trial runs.

The Boat

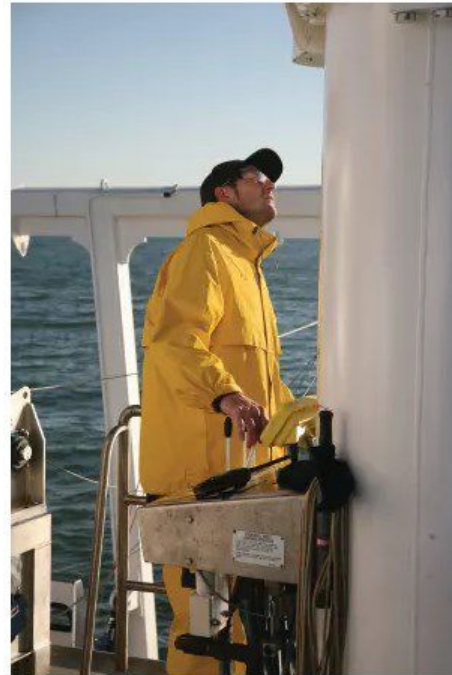


GALLERY

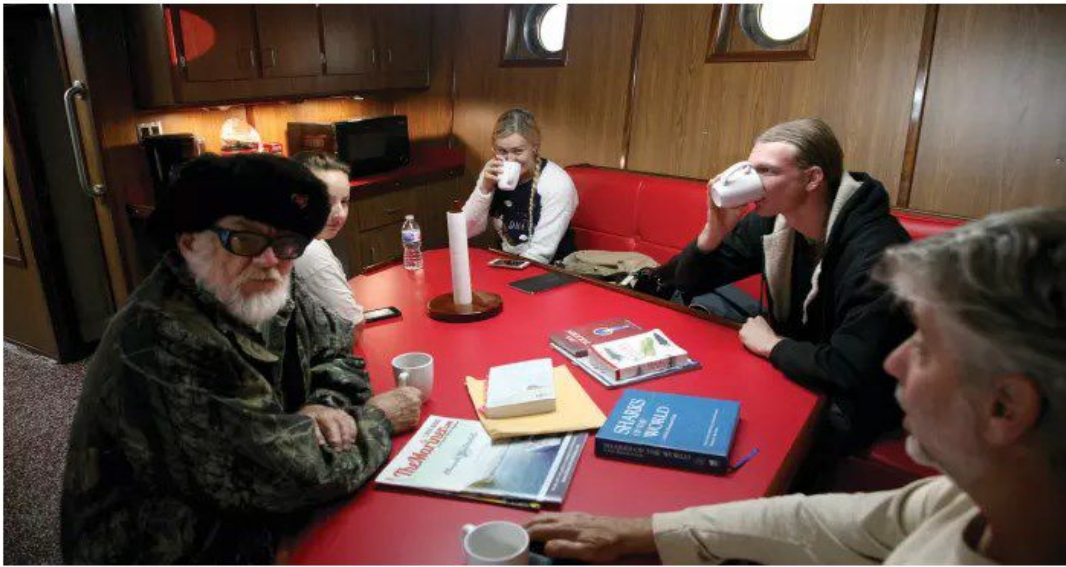
3 IMAGES

The Boat

The hull specifications consist of a combination of plate thicknesses. “The side plates from the chine to bulwark cap are ¼-inch and the bottom plates from the chine to keel are 5/16-inch,” said Jeff Keunning of Boksa Marine Design. “There are several inserts of ½-inch at the bilge keels, the propeller nozzle, and the rudder area. Also there is a 5/16-inch cutwater from the stem back 12 inches. This runs parallel to the curve of the bow from the cap rail to the chine.” When I asked Jeff about the bulbous bow configuration, he said, “I hesitate to comment as there are significant differences in opinion on the effectiveness and advantages of the bulb bow.” Forward of the 400-square-foot stern work platform there are two cranes, towing equipment, and work boats, as well as a central entrance to the lab area with a dry lab to port and a wet lab to starboard.



Crew operator uses the ship's Allied Marine TB5-20 crane.



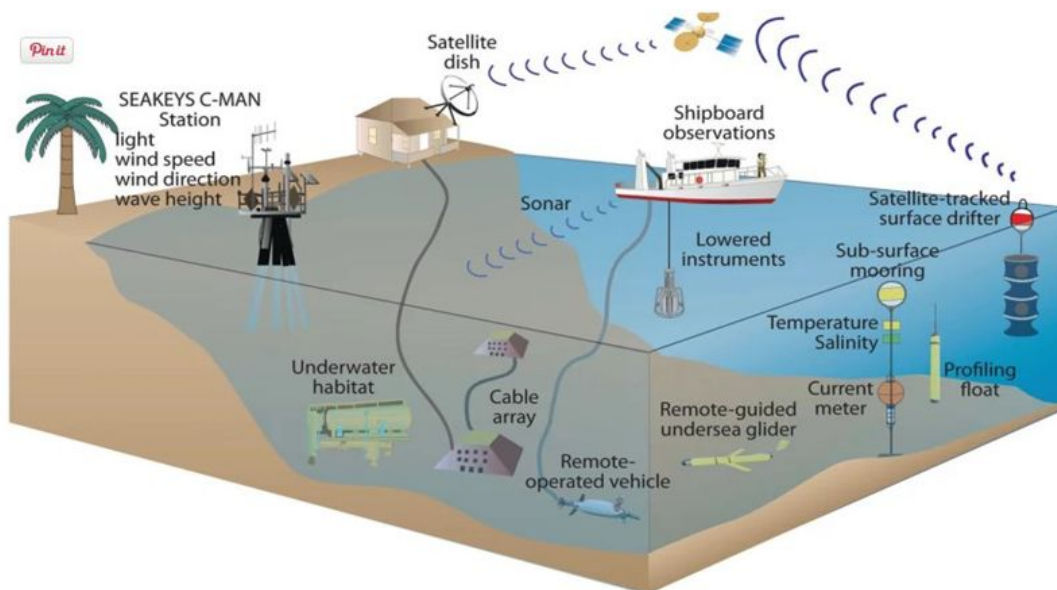
A mix of students and research scientists await one of the best breakfasts in Southwest Florida in the cozy confines of the saloon.



Captain Coy helps launch the RIB.

A passageway leads forward to the saloon and galley. Stairwells to starboard lead below to 10-person sleeping accommodations, as well as access to the engine room. As you would imagine, the fit and finish of these spaces are appropriate to the boat's purpose, prioritizing function over style. Her guest accommodations consist of bunks in shared cabins. Because she is a government asset, entrance to the engine room is limited to the ship's crew. However, I was able to peer through the explosion-proof door and glass to see *Hogarth's* two immense Caterpillar diesels at work. Her saloon and galley occupy the forward end of the hull, and she is finished in the style of a working ship. There's a galley, a beverage bar, and two large fixed tables with enough seating for the crew and scientists. About this time in my tour, breakfast was ready. A choice of bacon and eggs, omelets, or pancakes were made to order. This was certainly the best (and possibly the only) breakfast I've been served while underway on a boat test.

A third stairwell leads up to the command bridge, which is almost full beam in width. As you might expect on a vessel of this type, the instrumentation and controls were overwhelming and state-of-the-art. A look at the specifications gives you an idea of what it takes to operate such a complex vessel. There is an entire control center located to starboard that is reserved only for the dynamic positioning system. Its final installation had not yet been completed, though, so I did not get to see it in operation.



Oceanographic data are collected in many different ways using instruments on the seafloor, throughout the water column, at the ocean surface, on land, and from space.

The Science

Dr. Kramer explained that FIO is an independent organization with a staff of 30. In addition to *W.T. Hogarth*, they operate three other research vessels ranging from 25 feet to 115 feet. They also have a research lab located on Layton Key.

“We are basically a facilitator providing assets that are too expensive for individual organizations to own, operate, and maintain,” he said. “We also are coordinators of information that is produced by our member organizations, and we provide an enhanced educational experience to oceanographic students above and beyond the classroom.” The institute provides important research for fisheries, bottom mapping, and coral habitats, and it has been very involved in monitoring the recovery following the Deepwater Horizon oil spill. Because the Gulf of Mexico is fairly contained, this spill represented a unique opportunity to measure the short- and long-term environmental impacts of such a disaster.



Scientists and students on the aft working deck of the R/V W.T. Hogarth.

In addition, detailed mapping of the Gulf floor is underway using dual-head swath mapping instruments. The Florida shelf extends 200 miles from the west coast and 60 miles from the east coast. The ultimate goal is to provide mariners with far more detailed and accurate information of the ocean floor below our vessels. The collection of this oceanographic data is a coordinated effort that includes not only the research vessels but also a multifaceted network of hardware and software. The NOAA diagram shown above illustrates the complexity of the process.

Hogarth's assignments are based primarily on research grants initiated by governmental agencies, independent research organizations, and educational institutions. These assignments may take her out on the sea for days or weeks at a time. After completing sea trials, *Hogarth* will tour the state, visiting all of the FIO member organizations to introduce them to the vessel and her capabilities. She will begin actual research trips in the summer of 2018. My day aboard this unique vessel and my visits with FIO personnel gave me a much better understanding of what is involved in the exploration and maintenance of our marine environment.

More Photos



Evaluation of the Florida Institute of Oceanography Field Studies in Marine Biology Course

A Florida Institute of Oceanography project

October 2017

Prepared by

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Executive summary

The Florida Institute of Oceanography (FIO) Field Studies in Marine Biology Course aims to provide students with field work experience in various coastal ecosystems, improve students' knowledge and research skills in marine sciences, increase students' knowledge of technology, and prepare students for graduate school and careers in marine sciences. This is accomplished through a five-week course at five institutions across Florida where students participate in lectures, data collection from field sites, and discussions. This summary is based on evaluation results from surveys with course instructors, current 2017 course participants, and follow-up surveys with past participants. It also includes observations from two site visits.

Since the start the program the course has reached: The 2017 course reached:

- | | |
|--|---|
| <ul style="list-style-type: none"> • 90 students • 7 institutions: <ul style="list-style-type: none"> ○ 31% participants from University of North Florida ○ 27% participants from University of South Florida, St. Petersburg | <ul style="list-style-type: none"> • 17 students: <ul style="list-style-type: none"> ○ 57% female ○ 79% Caucasian ○ 50% sophomores ○ 71% 3.00-3.4 GPA |
|--|---|

Highlights:

- 2017 cohort respondents showed an **increased understanding of and skills in marine science research and technology, and an increased interest in graduate school and careers in STEM**. Instructors indicated that they noticed increases in all these areas as well. All follow-up survey respondents shared they are using the knowledge and skills they gained in their academic studies and career. Twenty follow-up survey respondents (71%) have continued to conduct research in marine science and/or ecosystems and the environment after the course.
- **86% of 2017 cohort respondents plan to pursue a career in a STEM field and 97% of follow-up respondents are currently involved in a STEM field either in school or in their career**, suggesting that the program is helping to foster and solidify interest in STEM.
- 2017 cohort respondents were **highly satisfied with support from instructors and most satisfied with the expertise of instructors across the sites**, suggesting that the course has included a set of instructors who are helping to ensure students are in an effective learning environment.
- **The FIO course provides a highly engaging field research experience for students across the state of Florida**. Overall, 2017 cohort respondents rated the field excursions highly useful to their learning and follow-up respondents shared the field excursions were the most useful component of the program. While conducting observations, the evaluator observed students to be very engaged during the field excursions.

Consider these adjustments:

Students found all sites generally useful to their learning about marine science and were generally satisfied with the logistics and support provided at each site. However, students and instructors both commented that more organization is needed as well as clear and consistent expectations regarding the level of physical work required for the program.



All course instructors should collaborate in the planning of course activities to establish consistent course expectations for both students and graduate assistants (GAs), ensure all learning objectives are addressed, and reduce redundancy in activities across the five sites.

Respondents indicated that they felt more prepared for graduate school and careers in STEM after participating in the program. It is important to note that less than half (43%) of the 2017 cohort respondents plan to stay and work in Florida.



Consider extending the course one day and **adding a final symposium at the end of the course for students** to present their work and reflect on the experience as a whole. The symposia could also include a **career and graduate school panel** with past course participants and researchers from the state of Florida who can discuss the ways students can use what they gained from the course in their future academic and career pursuits.

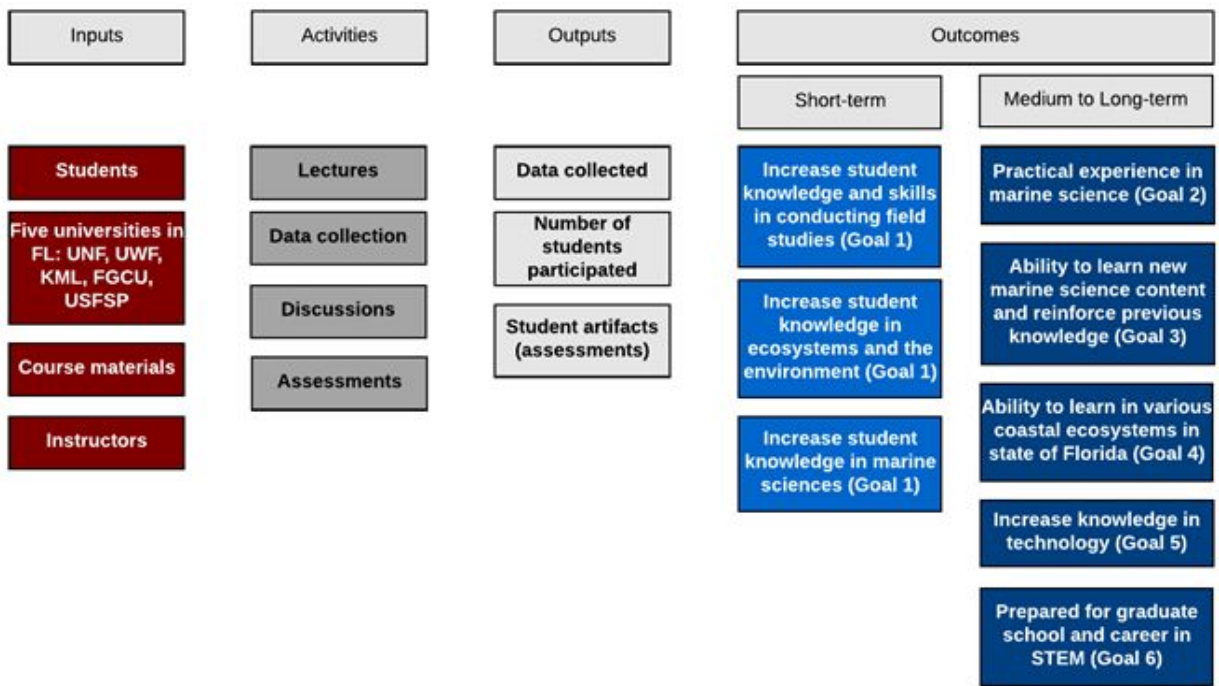


Overall, the FIO Field Studies in Marine Biology Course is successful in engaging undergraduate students in a field research experience in various ecosystems across the state of Florida. The course has improved student knowledge of marine biology and understanding and skills in research and technology, and prepared them for graduate school and careers in STEM. The course can benefit from even more collaboration among instructors to refine course schedule and expectations. Course instructors should identify ways to keep students in education and careers in Florida and should discuss whether a project that ties the sites together could be added.

Program overview

The FIO Marine Biology Course is a five-week field research experience for undergraduate students in marine biology. Students spend one week at each of the five Florida institutions¹ involved in the course. The course aims to provide students with field work experience in various coastal ecosystems, improve students’ knowledge and research skills in marine sciences, increase knowledge of technology, and prepare students for graduate school and career in marine sciences. During the five weeks, students participate in lectures and discussions and collect data at field sites. Course instructors shared the importance of training students specifically in Florida due to the unique marine ecosystems. While keeping students in Florida is not a goal of the course, instructors shared they would like to see students enter graduate school and careers in Florida.

Evaluators worked with project leads to design a logic model for the course. It shows how key project activities lead to short and medium to long term outcomes. Short-term outcomes are immediate results of the activities listed in the logic model. Students are expected to accomplish the medium- and long-term outcomes after the course, as these are skills that likely cannot be developed within a five-week course. The survey administered to the 2017 cohort assessed short-term outcomes and the follow-up survey examined medium- to long-term outcomes.



¹ UNF- University of North Florida; UWF- University of West Florida; KML- Keys Marine lab; FGCU- Florida Gulf Coast University; USFSP- University of South Florida, St. Petersburg

Evaluation and report overview

Evaluation approach

The evaluators conducted two types of evaluation for this project: a formative evaluation to monitor project implementation and give feedback to project leads, and a summative evaluation to assess the impact of the project and progress made toward reaching stated goals. Findings from this report should be used by project leads to demonstrate impact of the course to funders. It should also be used by project leads and instructors to discuss ways to make changes to the structure and implementation of the course to improve its overall impact. The following are the evaluation questions examined in this report:

Summative evaluation questions

- a. How has participation in the FIO Field Studies in Marine Science course affected students' knowledge of field studies, ecosystems and the environment, and marine sciences? (Goal 1)
- b. To what extent have the course's learning objectives been achieved? (Goal 1)
- c. To what extent has the FIO Field Studies in Marine Science course provided students with practical experience and exposure to marine science activities? (Goal 2)
- d. To what extent has the FIO Field Studies in Marine Science course impacted students' ability to learn new marine science content and reinforce concepts learned in previous science courses to strengthen knowledge base? (Goal 3)
- e. To what extent has the FIO Field Studies in Marine Science course impacted students' ability to learn in various coastal ecosystems around the state of Florida from experts in each respective system? (Goal 4)
- f. To what extent has the FIO Field Studies in Marine Science course impacted students' knowledge regarding new technology? (Goal 5)
- g. To what extent has the FIO Field Studies in Marine Science course prepared undergraduate students for graduate school within the STEM field? (Goal 6)
- h. To what extent has the FIO Field Studies in Marine Science course prepared students for careers in the STEM field? (Goal 6)

Formative evaluation questions

- a. Are the field study sites appropriate for the program's learning objectives?
- b. How does the implementation of the course compare across the five field study sites?
- c. Are project leads and instructors implementing effective strategies to successfully achieve the program's goals?
- d. To what extent are students satisfied with the course?
- e. In what ways did the students find the course useful and to what extent?

Evaluation measures

Using feedback from project leads, observations from field site visits at the University of North Florida and Keys Marine Lab, and informal conversations with course instructors, evaluators developed three surveys for this project to assess the summative and formative evaluation questions. Throughout the report, results from each of the surveys are indicated with the blue icons:



- **2017 cohort retrospective pre-posttest survey:** Evaluators developed and utilized a retrospective pre-posttest survey to assess students' knowledge of marine science, research and technology skills, and education and career plans. Students also rated their satisfaction with and the usefulness of the program overall, the five field study sites, and instructors' teaching and support.



- **Past participant follow-up survey:** Evaluators developed and utilized a follow-up survey to assess impact of the program on students' knowledge of marine science, research and technology skills, and education and career plans. Students also shared the most useful and impactful aspects of their experiences in the program.



- **Site instructor survey:** Evaluators developed and utilized a survey for site instructors asking about planning and implementation of the course at their site and for the program overall, including instruction methods, collaboration with other instructors, and recruitment methods. They rated their satisfaction with their section of the course and the program overall, and any successes and challenges encountered.

Data collection and analysis

Evaluators administered all surveys through the online survey platform, Survey Gizmo, after the course ended in June 2017. All six instructors completed the site instructor survey and 14 out of 17 (82%) 2017 cohort participants completed the retrospective pre-posttest survey. Twenty-eight students (38%) completed the follow-up survey and three additional participants partially completed the survey. Students with partial responses provided information on their current academic progress, but did not answer questions on how the course impacted their academic or career paths, therefore the sample size varies throughout. Evaluators analyzed results with SPSS using inferential and descriptive statistical tests and coded qualitative results of open-end survey questions for themes. Statistically significant changes are indicated with an asterisk (*) on the post-score mean.

Course background, planning, and implementation

Course background and planning



The marine studies course has been running for five years and the topics and activities have changed at each site over the past five years. Three instructors shared that the course agenda depended on the faculty available and their areas of expertise. Two instructors also shared that the weather can have an impact and that changes are made based on the conditions. In summer 2017, one instructor had to revise her activities at the last minute due to weather conditions. The course has varied each year in terms of the number of groups. In some years there were two groups of students and they visited different sites at different times. In the first two years and in 2017 there was only one group of students and they followed the same agenda. The different changes that have occurred should be kept in mind when interpreting results from the various cohorts.

To ensure activities at their sites contributed to the program's learning objectives, instructors shared that they planned activities that:

- Included a research project (x6)
- Built upon previous knowledge base (x3)
- Included data analyses (x3)
- Included discussions about the topics (x1)
- Utilized problem-solving (x1)
- Incorporated homework assignments (x1)

Collaboration between site instructors

Five out of the six instructors collaborated with one another in planning course activities and all five found the collaborative planning process helpful. Instructors integrated themes from other sites into their course by:



- Aligning curriculum to fit in with previous and upcoming sites (x3)
- Using student feedback (x2)
- Maintaining communication with other host sites (x1)

The one instructor who did not collaborate with others reported that he/she would have liked to collaborate with the other site instructors to plan activities. He/she also shared that there was little effort to coordinate activities among sites, but that this coordination would require time faculty can hardly spare and that all faculty have similar expertise. In future years, all instructors should participate in collaboration through sharing activities and learning goals to reduce any redundancy that may occur across sites.

“We collaborated through a series of conference calls, emails, and contributions to the CANVAS learning management system page, and endeavored to minimize overlap of lectures and activities.”

“I make sure that other instructors have full access to all planned activities...”

Participant Recruitment

Methods of recruitment



All instructors indicated they recruit students to the program in more than one way. Recruitment strategies were most often targeted at individual students, with emails and flyers being the most commonly utilized methods. Instructors communicated with prospective students in person by giving presentations.

Suggestions for future recruitment strategies

Instructors have differing views on the types of students they feel should be targeted for participation in the course. Some instructors suggested more than one idea for recruitment and those suggestions are listed below:

- Upcoming junior and/or senior students (x5)
- Students with a declared major that relates to the program (x3)
- Healthy mix of experienced and inexperienced students (x1)
- Only high achieving students in honors programs (x1)

Instructors suggest using scholarships to help recruit undergraduate marine science students. Two instructors shared that the scholarships need to be advertised earlier and better, both within and outside of their institution; however, they did not share how. An additional suggestion was that instructors at each FIO institution should advertise more internally. It was also suggested for there to be outreach to private institutions and to start recruiting students at the FIO institutions earlier.

Instructional activities conducted and communication during the course

All of the instructors posted syllabi/agenda before the students arrived and reviewed them with students on the first day. Evaluation site visits revealed this activity provided students with an opportunity to ask questions and clarify expectations for the week. Half of the instructors conducted reflections at the end of each day, which the evaluator observed as an opportunity for the instructors to tie the concepts together. The evaluator found students to be engaged during the reflection, which seemed to build their understanding of the work they were doing. At both sites that the evaluator visited, the instructor discussed concepts that may be covered at other sites, making connections between the sites. It should be noted the evaluator only observed reflections at two sites and that the process may have been different at the other three. The list below displays the different methods of course preparation and instructional strategies used, and communication that occurred through their online portal, Canvas, as reported by the instructors.

Preparation



- 6 posted syllabus/agenda before students arrived at the site
- 3 provided syllabus/agenda when students arrived at the site
- 6 reviewed syllabus/agenda with students on the first day



- 4 had detailed plans for all activities
- 3 used less structure and allowed the activities to develop based on student interest/capabilities
- 5 discussed expectations for activities daily with students

Instructional strategies



- 3 conducted reflections at the end of each day**
- 5 conducted a reflection at the end of the week



- 4 conducted lectures
- 3 conducted a review session before exams
- 2 assigned daily homework



- 6 had students work as a whole group
- 5 had students work in small groups
- 4 had students work independently

Communication



- 5 communicated with students on Canvas before students arrived at the site
- 2 communicated with students on Canvas during the week



- 5 provided feedback on assignments throughout the week
- 3 provided feedback on assignments at the end of the week
- 1 continued communicating with students after they left their site**

One instructor had already continued to communicate with students online throughout the course after they had left their site. However, the surveys were completed shortly after the course ended, which may not have allowed for enough time to pass to measure continued communication. If possible, other instructors should consider continuing to communicate with students during the course through Canvas to foster the relationships developed during the course, and also continue to communicate with students once the course ends.

Summary of project participation

Ninety students have participated in the FIO program since it began in 2013. The majority of participants were students from the University of North Florida (n=28) and the University of Southern Florida, St. Petersburg (n=24). The number of students participating has varied each year, resulting in either one or two field groups each summer. In 2017, there were 17 students and only one field excursion group.

2017 course survey respondent demographics



Fourteen students (82%) completed the course survey. Of those 14, seven respondents were sophomores during the 2016-17 academic year, four were juniors, and three were seniors. Majority of respondents were female (57%), Caucasian (79%), and had college GPA between 3.00 and 3.49 (71%). Most upperclassmen respondents were students at University of South Florida St. Petersburg (71%), whereas lowerclassmen respondents were affiliated with four different schools throughout Florida, with the majority at the University of North Florida (43%). All respondents are pursuing biology or marine biology majors. Additional demographic information can be found in Appendix A.

Follow-up survey respondent demographics



Twenty-eight students (38%) completed the follow-up survey and provided demographic information. Follow-up responses by cohort are as follows: 57% from 2016 cohort and 14% from each cohort in the years before that (2013, 2014, and 2015). Majority of follow-up respondents were female (64%) and had just completed their junior year before participating in the course (64%). Additional information on follow-up respondents can be found in Appendix B.



Achievement of program goals

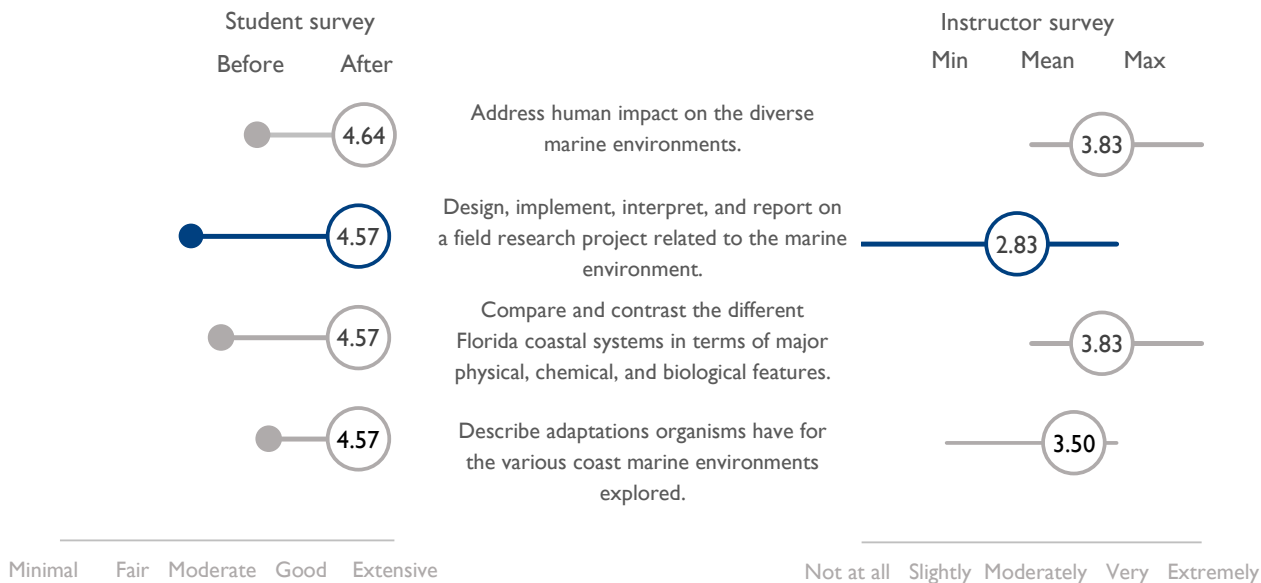
Knowledge and skills

Overall, the course’s model to provide students with field research experiences across the state of Florida has been successful in achieving its goals to learn in and about the unique ecosystems in the state of Florida, and improve student knowledge of marine science, understanding and skills in conducting research, and technology skills. Respondents experienced growth and improvement in all areas and instructors also perceived that students gained new knowledge and skills. Additionally, follow-up survey respondents shared they are continuing to use the knowledge and skills they gained, including 20 (71%) who have continued to conduct research related to marine science.

Achievement of learning objectives (goals 1 and 3)



The 2017 cohort respondents (n=14) reflectively rated their level of knowledge about marine environments before and after taking the course. Course instructors (n=6) rated their perceptions of how successful their students were in achieving the course learning objectives. Student respondents had increases in all knowledge areas. Students perceived the most growth in their knowledge of how to design, implement, interpret, and report on their field research project. However, course instructors had varying ratings for this item, with four perceiving that students were only moderately successful in designing, implementing, and reporting on a research project. Three instructors indicated this objective could not be addressed at one site alone. Should instructors keep this learning objective in future years, they should consider collaborating on a course-long project where students can work on a research project that integrates multiple sites.



All course instructors commented that students had different levels of background knowledge; therefore, some students were more prepared than others. Eleven (79%) student respondents indicated that the course content built upon their existing knowledge from previous science courses, whereas three shared that the content was new. Of the 11 students, seven specified this course allowed them to apply concepts they learned in previous courses to their field work. All except one course instructor perceived that students were very or extremely successful in learning new marine science content and were able to reinforce concepts from previous science courses, indicating the course was structured well to facilitate learning in this area. All instructors perceived that students were very or extremely successful in participating in applied research and being exposed to marine science activities, likely due to the vast exposure to field research. One instructor commented that students had to adapt to changing field situations during the course, which likely better prepared them for graduate school and careers, where students constantly have to think on their feet.

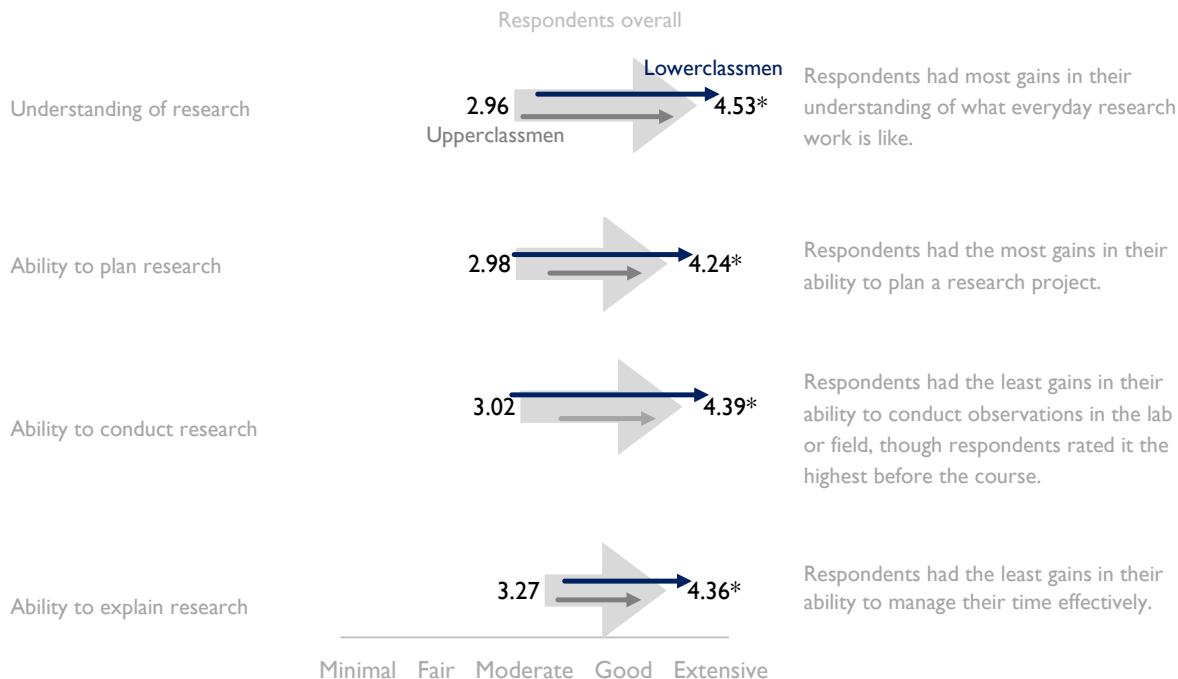
Research understanding and skills (goal 2)



The 2017 cohort respondents (n=14) had an increased understanding of research and ability to do research after participating in the program. After the course, majority of respondents had extensive understanding of the everyday, slow paced, and unexpected aspects of research, which could likely be attributed to the field excursions, which five respondents shared were the most useful to their learning. Lowerclassmen respondents showed more growth in their research skills compared to upperclassmen respondents, partly due to lowerclassmen respondents retrospectively rating their pre-course ability to perform research lower than upperclassmen respondents. This is expected since upperclassmen would have taken more courses related to marine science or lab work prior to participating in the course than lowerclassmen. After the course, lowerclassmen respondents rated all items higher than upperclassmen respondents. Respondents, regardless of class rank, had more growth in their ability to conduct research compared to their ability to plan and explain their research, likely because of the course's emphasis on conducting field research rather than providing presentation opportunities.



Composite scores were created by averaging five items related to understanding of research, three ability to plan research items, four ability to conduct research items, and six ability to explain research items. The figure below shows before and after course composite scores by class rank. Individual item ratings can be found in Appendix C.



Twenty follow-up respondents (71%) continued to conduct research in marine science and/or ecosystems and the environment after the course, such as water quality, coral, and algae research. This possibly indicates the program can act as a stepping stone for students to engage in future opportunities.

Ability to learn in and about the unique ecosystems in Florida (goal 4)



All course instructors perceived that students were very or extremely successful in learning about various coastal ecosystems around Florida from experts in each respective system. During site observations, several students shared with the evaluator that they decided to participate in the course because it provided them with a unique opportunity to explore different ecosystems around the state of Florida. Two students commented that this Florida-specific course gave them a better understanding of the different environments and ecosystems that they can work in.

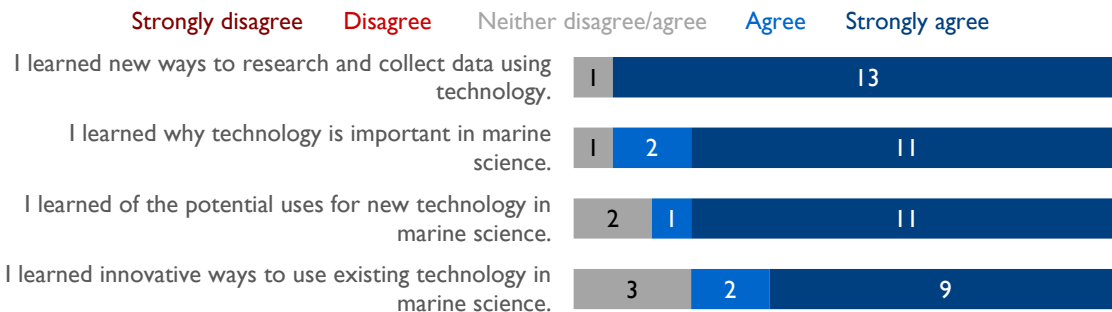


All follow-up respondents (n=28) indicated that visiting multiple sites was critical in learning about the coastal ecosystems in Florida. Respondents specified visiting multiple sites helped them understand the diversity of Florida (n=16) and how the different Florida ecosystems work together (n=9).

Technology knowledge and skills (goal 5)



Four course instructors perceived that students were very successful in gaining knowledge regarding new technology. Two instructors perceived that students were moderately or slightly successful possibly because instructors used instruments and technology less at this location. Thirteen of the 2017 respondents (93%) agreed they learned new ways to research and collect data using technology. All respondents indicated the water quality measure, YSI Hydrophone, was the most useful technology they used. The figure below shows respondents’ agreement with statements regarding knowledge of technology.



Students indicated they would have liked to learn more about deep ocean technology (n=8), shark tagging (n=2), and other tracking instruments (n=1). Eight students (57%) indicated they would have liked to use the deep ocean equipment on the Weatherbird II at USFSP that had been available in previous years. It was not available during the 2017 course due to maintenance issues. One student indicated the main focus of the course is on offshore topics and felt he/she missed out on a huge part of the course due to the Weatherbird II being out of commission. One student suggested including other technology related to deep ocean in case equipment is unavailable again in the future.



Application of knowledge and skills



Eight respondents (57%) from the 2017 cohort indicated that they will implement knowledge and skills they gained in future research experiences. Five respondents (36%) indicated the knowledge and skills they gained will be beneficial for graduate school and their future career. One respondent hopes to maintain the connections he/she has with professors and fellow cohort members.



All follow-up respondents (n=28) stated they used the knowledge or skills they gained. Six respondents did not specify how they applied the knowledge and skills they gained to their courses, job, or research. Those respondents who did share how they are using knowledge and skills explained how they did so:

- Applied knowledge to other science courses (x8)
- Assisted and help students (x2)
- Answered customers' science questions (x2)
- Used laboratory data collection techniques (x6)
- Used same technology from the course (x2)
- Prepared for job and volunteer opportunities (x2)

Graduate school and career planning (goal 6)

The project has been successful in helping students plan for graduate school and careers in STEM. The majority of respondents from the 2017 cohort plan to pursue graduate school and a career in a STEM field and nearly all respondents from the follow-up survey shared they are on a STEM field track. It is important to note that students felt more prepared and instructors also felt students were more prepared for graduate school and careers in STEM after taking this course. With increased feelings of preparedness, students may be more successful with their graduate school applications.

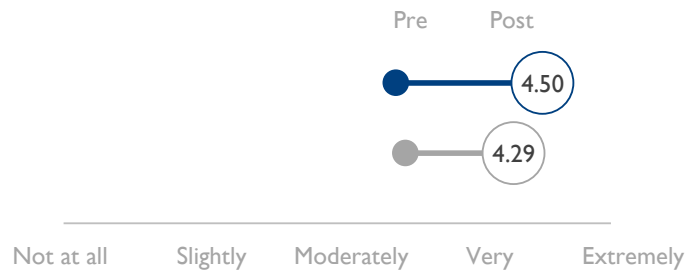
Preparedness for graduate school and careers



The 2017 cohort respondents feel more prepared to pursue graduate school and a career in a STEM field after participating in the course. Respondents felt slightly more prepared for a career in STEM than graduate school after the course. However, this could possibly be due to the large percentage of sophomore respondents who are not as solidified in their decision to attend graduate school. Respondents shared that the course provided insights to the graduate school application process (n=11), introduced career path options (n=5), exposed them to different types of marine lab equipment (n=3), and prepared them for research opportunities (n=3). The results suggest that the course is successfully preparing students for graduate school and careers in a STEM field.

Pursue a career in a STEM field.

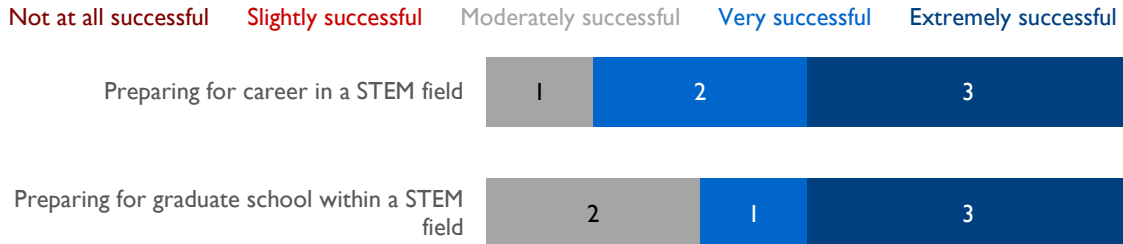
Attend graduate school in a STEM field.



Students utilizing a TSS



Most instructors felt students were very or extremely successful in preparing for graduate school and careers in STEM, which is consistent with how student respondents felt. This course had many hands-on activities, which likely resulted in skills that can be translated into the workforce.



Plans for graduate school and careers in STEM

Most of the 2017 student respondents planned to pursue either graduate school (79%) or a career (86%) in a STEM field. However, less than half (43%) of respondents planned to pursue graduate school or a career in Florida. This suggests that although students have intentions to pursue a STEM field, they are less likely to stay in Florida. Project leads should consider including a career panel or networking event for graduate programs and careers in the state of Florida to allow students to learn more about the opportunities available to them in the state.

Sure of plans to pursue a STEM graduate degree or career



- 79% plan to pursue graduate school in a STEM field.
- 86% plan to pursue a career in a STEM field.
- 43% plan to pursue graduate school or a career in the state of Florida.

Unsure of plans to pursue a STEM graduate degree or career



- 21% are not sure if they will plan to pursue graduate school in a STEM field.
- 14% are not sure if they will plan to pursue a career in a STEM field.
- 43% are not sure if they will plan to pursue graduate school or a career in the state of Florida.

Sure they will not pursue a STEM degree or career in Florida



- 14% do not plan to pursue graduate school or a career in the state of Florida.

Status of past participants

Of the 31 follow-up survey respondents, 30 are still in a STEM field. The majority (81%) are currently pursuing either an undergraduate or graduate degree. Of those who have graduated (n=12), half are attending graduate school in a STEM field. All but one undergraduate respondent and three graduate student respondents (50%) are currently pursuing a degree in a marine biology-related field.

31 past participants of the Field Studies in Marine Biology course reported their academic and career status

18 are current undergraduates in a STEM field

17 in the marine science, marine biology and coastal biology fields

1 in an unspecified field

10 undergraduates are currently working while attending school

4 in a STEM field

6 in a non-STEM field

1 is a current undergraduate in a non-STEM field

6 are currently attending graduate school in a STEM field

5 are in a master's level graduate program

3 are currently working in a STEM field while attending school

1 is currently working in a non-STEM field

1 reported their current work status as "other"

1 is in a doctoral program

6 graduated with a bachelor's in a STEM field

2 are currently working in a STEM field

3 are currently working in a non-STEM field

1 is currently unemployed

Five respondents indicated the course helped confirm their interest in pursuing both academic and career paths in the subject. Respondents also shared that the course helped prepare them for their academic and career paths by providing first-hand experience in the field and in data collection techniques (n=3) and setting them up for the expectations in the field and with their careers of choice (n=2).

Usefulness and satisfaction of program components

Usefulness of course activities



2017 student respondents rated the usefulness of course activities at each institution to their learning about marine sciences and the ecosystem and environment. Evaluators averaged the ratings for all institutions for each component, shown on the following page. For specific ratings at each site, please see Appendices D-H. Overall, respondents rated the class wrap-ups (reflections and discussions either at the end of the day or week about the topics covered) and assessments the most useful and rated readings the least useful. Because not all sites utilized daily wrap-ups, instructors should continue to provide a review of not just the week, but also consider having daily activity wrap-up discussions to enhance student learning.

Although respondents rated all activities at the sites at least somewhat useful to their learning, respondents rated all activities at FGCU slightly lower compared to other institutions. Respondents shared homework was challenging due the volume of it. Instructors were also aware of the challenges of balancing field work and homework and plan to scale back on homework next year. Student respondents also noted they were disappointed with the organization at FGCU and that students received conflicting information regarding assignments and instructions at field sites.

Ratings of course activities by site

1=not at all useful; 2=slightly useful; 3=moderately useful; 4=very useful; 5=extremely useful

	Average	UNF	KML	FGCU	USFSP	UWF
Class wrap-ups	4.21	4.43	4.50	3.57	4.14	4.43
Class assessment	4.19	4.14	4.57	3.71	4.50	4.00
Class discussions	4.13	4.29	4.29	3.64	4.21	4.21
Activity write-ups	4.01	4.15	4.08	3.43	4.23	4.15
Homework assignments	3.98	3.71	4.73	3.14	4.21	4.11
Assigned readings	3.46	3.29	3.46	3.23	3.64	3.69

Usefulness of field excursions



2017 student respondents rated the usefulness of course activities at each institution to their learning about marine sciences and the ecosystem and environment on a scale of one to five where 1=not at all useful and 5=extremely useful. For specific ratings at each site, please see Appendices C-G. Overall, respondents rated the field excursions highly useful to their learning. This may be in part to the engaging nature of the excursions. During observations, the evaluator noted students were very engaged in the activities, collaborated with other students, and actively asked questions, suggesting that students were interested in learning through the activities.

Two of the most useful field excursions involved the only two tours of labs that were not directly affiliated with the program sites, suggesting that exposure to and partnerships with other institutions are beneficial aspects of the program. Students shared they appreciated the opportunity to network with researchers at other institutions. Although still highly rated, two of the activities respondents found slightly less useful were at USFSP. However, this is likely due to unexpected weather conditions and the USFSP site which resulted in changing activities to require less outdoor fieldwork at the last minute. Respondent comments indicated that there was overlap in some of the topics, which may have resulted in lower ratings for activities at sites later in the course. Three respondents shared it would have been helpful to also explore other topics such as animal behavior, coastal work, the everglades ecosystem, and to have the opportunity to scuba dive at KML.

Most Useful Excursions

- Middle Keys at KML (4.79)
- EPA lab tour at UWF (4.79)
- Transitions to the St. Johns River at UNF (4.75)
- Lower Keys, research at Mote Marine Lab (4.75)

Less Useful Excursions

- Mangroves and oyster reefs in Estero Bay at FGCU (4.07)
- Introduction to Open Ocean, Marine Research, Marine Biodiversity at USFSP (4.07)
- Plankton Biodiversity and ecology at USFSP (4.00)
- Estuarine and nearshore phytoplankton at FGCU (3.86)

Satisfaction of site components

Logistics



2017 student respondents rated their satisfaction with site logistics at each institution, shown on the following page. For specific ratings at each site, please see Appendices D-H. Overall, respondents were most satisfied with the field/lab equipment. Given one of the goals of the program is to improve students' use of technology, it is encouraging that respondents were satisfied with the equipment and tools provided to them to build these skills.

Although respondents were generally highly satisfied with all logistics at the sites, respondents were least satisfied with transportation and the meals provided.

Respondents shared not all sites provided transportation requiring them to provide their own, which they had not expected to do. Comments revealed that sometimes there were not enough meals for students or not enough time for meals. The meals at KML were rated the lowest, likely because students had to cook their own meals during that week rather than use university cafeterias. Although there are limited funds for meals, graduate assistants, who help to coordinate logistics at each site, should plan out meals at each site the week beforehand and plan for extra meals to be cautious. Consistent with respondent comments regarding course activities, the site organization at FGCU was rated lower than other sites.

Satisfaction with logistics ratings

1=not at all satisfied; 2=slightly satisfied; 3=moderately satisfied; 4=very satisfied; 5=extremely satisfied

	Average	UNF	KML	FGCU	USFSP	UWF
Field/lab equipment	4.30	4.46	4.38	4.07	4.07	4.50
Accommodations	4.23	3.85	3.93	4.50	4.29	4.57
Site organization	4.03	4.08	4.29	3.14	4.21	4.43
After-hours non-academic activities	3.97	3.83	4.07	3.64	4.38	3.93
Transportation	3.84	4.54	4.57	2.00	3.40	4.71
Meals	3.84	4.54	2.93	4.36	4.00	3.36

Support



2017 student respondents rated the instructional support provided to them at each institution. For specific ratings at each site, please see Appendices D-H. Overall, respondents were highly satisfied with the support provided to them, particularly the expertise of all instructors. Ratings suggest the program is successful in providing students with a supportive environment for their learning through instruction and guidance. Respondents shared they liked how each instructor had a unique teaching style and appreciated how informative and passionate they were about the field.

Respondents shared they would have liked more review of concepts at KML and more fieldwork experience at USFSP. However, respondents noted they recognized the limited field work at USFSP was due to the unexpected weather conditions.

Satisfaction with instructor support ratings

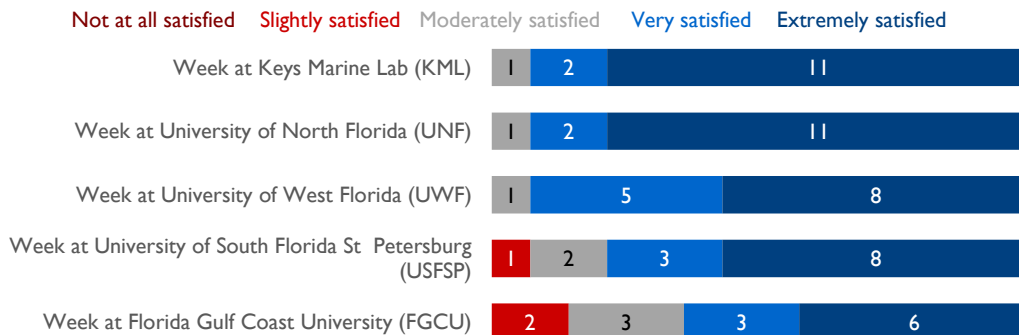
1=not at all satisfied; 2=slightly satisfied; 3=moderately satisfied; 4=very satisfied; 5=extremely satisfied

	Average	UNF	KML	FGCU	USFSP	UWF
Expertise of instructor	4.52	4.69	4.71	4.07	4.50	4.64
Information provided by instructor	4.29	4.54	4.50	3.36	4.43	4.64
Career guidance and preparation	4.26	4.15	4.57	3.71	4.29	4.57
Instructor teaching style	4.22	4.46	4.36	3.29	4.50	4.50
Onsite training received for field research	4.20	4.23	4.14	4.14	4.14	4.36
Support and guidance from instructor	4.18	4.54	4.14	3.21	4.50	4.50
Feedback from instructor on work	4.15	4.54	4.15	3.29	4.36	4.43
Availability of instructors for questions outside of class time	4.15	4.23	4.21	3.64	4.29	4.36

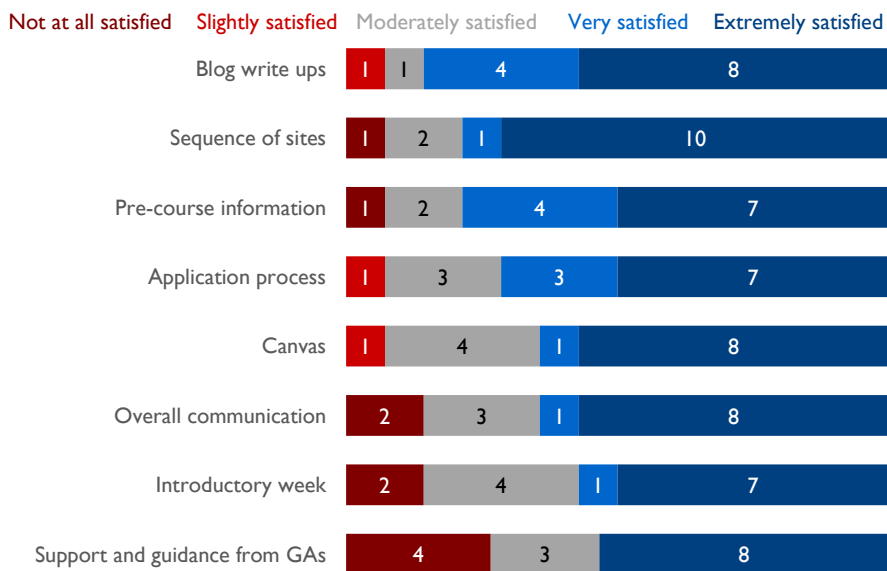
Satisfaction of overall program



Respondents rated their satisfaction with the components of the overall program. Respondents were most satisfied with the weeks at KML and UNF. Based on respondents’ positive comments and ratings of the sites, this is possibly due to the engaging nature of the activities and instructional support provided.



Respondents were least satisfied with the support and guidance from the graduate assistants (GAs). Several respondents shared they felt the GAs “played favorites,” which resulted in a difference in experience for students that was unfair. However, it should also be noted eight students were extremely satisfied with the support and guidance from the GAs. During site observations at the beginning of the course, the evaluator noted the graduate assistants engaging with several of the students, providing further instruction and graduate school advice, but not all. Students who felt isolated may have felt so from the beginning. Two respondents suggested providing training to the GAs before the program to help better prepare them to communicate and set expectations with the students. Additionally, instructors at each site should continue to meet with the GAs each week to check on student progress to ensure students do not feel unsupported.



Challenges faced and suggestions to improve



Half of the student respondents (n=7) shared working with a large group of students was the most challenging aspect of the program. This may possibly be due to having a larger cohort this year compared to previous years. Respondents noted the diverse range of experience and qualifications among students was difficult to manage. They also shared that there was not always a chance for everyone at the field sites to participate in the research activities equally because of time constraints and lack of equipment. Additionally, they shared there was tension among students and there was little help in resolving these conflicts from GAs. However, they did not share what types of conflicts occurred or whether they sought help. Project leads should discuss group size and consider splitting the groups in two when they reach around 14 participants. This may help to reduce conflict and help ensure balanced participation. Other challenges included working with the GAs, time management between field experience and homework assignments, and the physical demands of conducting field work.

Instructor perspective of 2017 program

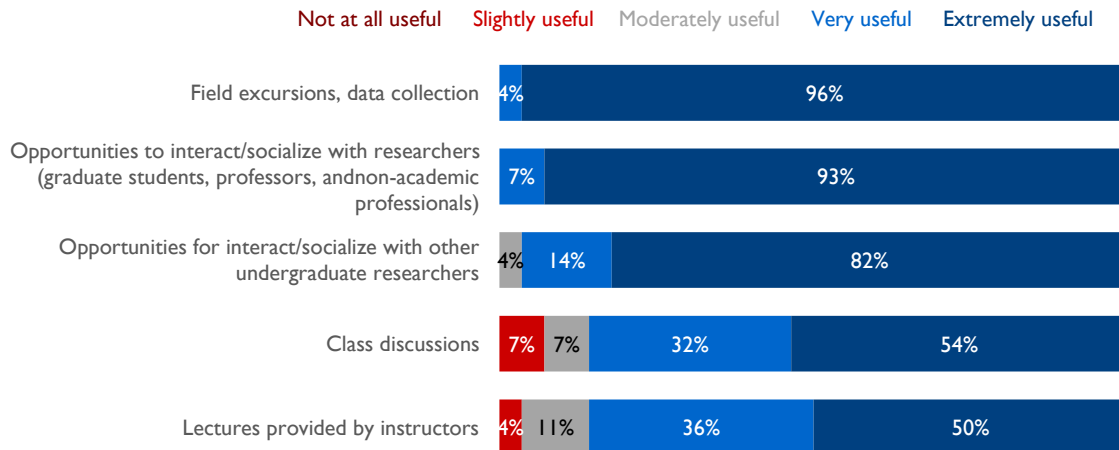


Five out of six instructors were at least very satisfied with the overall program this year. Instructors were perceptive to site challenges, such as students not being prepared to handle the intensity of the field work at each of the sites and managing their time between homework and field work. Instructors shared they will make changes at their sites to improve the student experiences, such as focusing activities more, providing clear and written expectations, and scaling back on assignments to accommodate the extensive workload of students. To improve the overall program, instructors suggested having **more collaboration** among the sites to ensure all instructors are aware of activities and topics covered. They noted that this will help to adequately prepare students for each of the sites and reduce redundancies in information. One instructor also shared it would be helpful to be **more selective** in identifying students for the program who are more determined to stay in marine biology and more likely to attend graduate school and to **clearly set expectations** regarding the level of work in the course with students beforehand about the intensity of the program.

Past participants' perspective of program



Overall, the respondents from past cohorts found the course useful to their professional and personal development. All but one follow-up respondent rated the field excursions and data collection extremely useful, which is consistent with 2017 respondents' ratings, indicating that the program is highly successful in providing a hands-on research experience. Additionally, 93% of respondents found the opportunities to interact/socialize with researchers extremely useful and 82% found the opportunities to interact/socialize with other undergraduate researchers extremely useful, suggesting that the networking opportunities provided to students were beneficial. In fact, respondents from all four previous cohorts shared that networking and making connections for future research experiences have been helpful to them. Additionally, one student from the 2017 cohort shared that being able to network with both students and instructors was the most important thing they gained from the course. In future years of the course, project leads should continue to foster interactions between students and researchers and consider providing a more formal opportunity to network, such as through a symposium at the end of the course.



Summary

Overall, student respondents from both the 2017 cohort and past cohorts rated the field excursions highly useful to their learning about marine science research, suggesting instructors are planning effective activities that provide hands-on research experience. The 2017 cohort reported increased knowledge of marine science topics, research skills, and technology skills. Past cohort respondents continue to utilize the knowledge they gained from the course, especially in conducting research related to marine science. However, a few respondents shared it would have been helpful to spend less time on mangroves and seagrasses and explore other topics such as animal behavior, coastal work, the everglades ecosystem, and deep-sea diving. This could be accomplished through having more collaboration between site instructors to ensure a breadth of topics covered.

The project successfully aided students in planning for graduate school and careers in STEM, with a majority of the 2017 cohort respondents planning to pursue graduate school or a career in STEM. Both 2017 respondents and faculty felt the students were prepared for graduate school and careers. Almost all of the follow-up respondents are in STEM fields and about a fifth are in STEM graduate programs. Most of the follow-up students are still undergraduate students in STEM fields. Although the majority of respondents planned to attend graduate school and pursue a career in a STEM field, less than half (43%) plan to stay in the state of Florida.

Evaluator recommendations

To improve overall structure and flow of programming:

- **The director and course instructors should develop an overall mission for the course and a recruitment plan. Determine what the priority areas are and why, i.e. whether the program aims to (a) enhance the skills of those already interested in marine biology; (b) improve underrepresented student participation in science (minority and female students); or (c) train students who will stay in the state of Florida. Recruitment should be targeted appropriately and the course should be structured so that instruction addresses the identified priorities.**
 - 90 students have participated in the FIO Field Students Marine Biology course over five years. Respondents from both the 2017 cohort and past cohorts included about 14% of underrepresented minority students. This is lower than the average percentage of underrepresented minority students at all five institutions (at least 22%).² Most respondents

² Demographic data on universities collected from: https://www.unf.edu/ir/student-data/5-Year_Comparison.aspx
<http://uwf.edu/media/university-of-west-florida/offices/aspire/elements/docs/ir/2016-2017-Common-Data-Set.pdf>
<http://www.usf.edu/ods/documents/system-facts/usf-system-facts-2016-17.pdf>
https://www2.fgcu.edu/AA/Files/PIP/Complete_Florida_Gulf_Coast_University_Profile_5-yr_2012-2016r.pdf
http://www.fau.edu/iea/pdf/cds/CDS_2016-2017.pdf

were students at the University of North Florida (31%) and University of South Florida, St. Petersburg (27%).

- Instructors have varying ideas about recruitment for the course and have identified a couple of possibilities including:
 - Recruiting students from more universities to diversify which schools in Florida students are coming from. It may be worthwhile to expand to universities outside of Florida to bring new students in to be trained.
 - Advertising scholarship opportunities widely so that students who may not otherwise have the resources to participate can/will apply. This could help to diversify course participants.
 - Although sophomores had greater increases and higher post-scores for research skills and understanding than upperclassmen, all respondents' scores increased, suggesting that the program is beneficial for students with varying levels of experience.
- **Course instructors should collaborate more in planning the syllabus for next year. Instructors should focus on reducing redundancy in activities across sites, establishing consistent expectations for students, and ensuring all learning objectives are addressed across the entire course. Most importantly, instructors should clearly communicate expectations and demands during the recruitment process.**
- Student respondents shared that the FGCU site lacked organization and consistency. Because students sensed a difference in how things functioned at this site, it would be important to ensure that instructors collaborate to plan more consistent schedules. It should also be noted that students had more responsibility at this site, including cooking their own meals and driving themselves to each activity. Perhaps expectations were not communicated clearly about this to students, which is something to consider in future years.
 - Student respondents faced challenges with time management at some sites due to many homework assignments along with many site activities and responsibilities. Because the activities were physical, students felt exhausted and had difficulty completing tasks. Two instructors shared that they assigned homework daily. Instructors should decide as a group what is reasonable, and whether all sites can have similar practices. These expectations and schedules should be determined and communicated ahead of time, especially letting students know that some sites may be more demanding than others.
 - Four instructors perceived that students were moderately successful in designing, implementing, interpreting, and reporting on a field research project related to the marine environment. As this is a process that may require more time and planning, collaboration between sites would ensure this objective can be addressed throughout the course, such as through a course-long assignment where students can develop their own research project.

- **Course instructors should determine the role the graduate assistants will have during the course. These expectations should be communicated as part of a training for graduate assistants prior to the course beginning. Throughout the course, instructors should check-in with graduate assistants to ensure they are supported in addressing challenges that arise among the students. Additionally, instructors should check-in with students to ensure they also feel supported.**
 - 2017 cohort student respondents were least satisfied with support from graduate assistants, sharing that GAs “played favorites.” One instructor shared that it may have been helpful to address expectations with the graduate assistants before the course to improve the experience. Instructors should assess the role of the graduate students and ensure the expectations are consistent across sites to improve the experience not only for the course participants, but to also best support the instructors.

To further enhance the impact of the course:

- **If there are more than 14 students enrolled, split them into two groups for all course sections, as has been done previously. If there are two groups, instructors should determine whether students should be grouped based on experience level or if they should be blended experience groups.**
 - Half of the 2017 student respondents (n=7) shared working with a large group of students was the most challenging aspect of the program. They noted the diverse range of experience and qualifications among students was difficult for instructors, GAs, and students to manage. Student respondents shared that conflict arose due to group size and imbalance in the level of participation possible during activities. If students work in smaller groups there may be less conflict, or it may be easier to address any conflicts that arise.
 - Student respondents (93%) quite enjoyed the opportunities to interact and socialize with other students and faculty researchers. If the groups are smaller students may have more and improved interactions with others in the course.
 - Course instructors noted there were differences in the abilities of students, with some more knowledgeable and prepared than others. By offering smaller cohorts and pairing experienced students together, each group may receive a different and more appropriate type of instruction. Less experienced students may receive more support, and more experienced students will also benefit by reinforcing their own knowledge and improving their own understanding and skills.³

³ Soldner, M., Rowan-Kenyon, H., Inkelas, K.K., Garvey, J. and Robbins, C. (2012). Supporting students' intentions to persist in STEM disciplines: the role of living-learning programs among social-cognitive factors. *The Journal of Higher Education*, 83(3), pp 311-336.

- **Consider extending the course one day and adding a final symposium at the end for students to present on their work and reflect on the experience as a whole. The symposium could also include a career and graduate school panel with past course participants who can share how they use the knowledge and skills gained and possible school/career paths. The panel should also feature scientists in the field who work in the state of Florida and would consider hiring students who participate in the course, so that students can make connections if interested in internships.**
 - Overall, respondents rated the class wrap-ups and assessments the most useful to their learning about marine sciences and ecosystems and the environment. Adding a final symposium to bring together the whole course could enhance reflection on the course overall rather than as segmented weeks.
 - Past students have been able to apply what they learned into the academic and career paths, with 97% of respondents from the follow-up survey sharing they are still in a STEM field, and 71% sharing that they have continued to conduct research in marine science and/or ecosystems and the environment. It would be beneficial to current students to hear about these experiences and ask questions. By having a panel discussion, current and past students can connect and share their experiences and questions.
 - Student respondents said they felt more prepared for graduate school and a career in STEM after participating in the course. At least four instructors felt the 2017 students were very successful in preparing for future education and careers in STEM.
 - Less than half of the 2017 cohort respondents (43%) plan to stay in the state of Florida for graduate school or career. Given the specific training in different Florida ecosystems, the students are likely prepared to become successful marine biologists in the state of Florida. A career panel focused on job opportunities in Florida would enable students to see how well they have been prepared for the workforce and potential jobs that are available to them in the state of Florida. Those students who have time before graduating can ask what other training they need to be even more prepared for the workforce.

Appendix A: Demographic characteristics for the 2017 cohort respondents

Summer 2017	Freshman/Sophomore (n=7)		Junior/Senior (n=7)		Overall (n=14)
	#	%	#	%	%
Gender					
Female	4	57%	4	57%	57%
Male	3	43%	3	43%	43%
Ethnicity					
Caucasian	5	71%	6	86%	79%
Hispanic	-	-	1	14%	7%
African-American and Caucasian	1	14%	-	-	7%
Do not wish to specify	1	14%	-	-	7%
First generation college student					
Yes	2	29%	4	43%	43%
No	5	71%	3	57%	57%
Free or reduced lunch in high school					
Yes	1	14%	1	14%	14%
No	4	57%	5	71%	64%
I'm not sure	1	14%	1	14%	14%
Do not wish to specify	1	14%	-	-	7%
College GPA					
3.50-4.00	-	-	1	14%	7%
3.00-3.49	6	86%	4	57%	71%
2.50-2.99	1	14%	2	29%	21%
Institution					
Florida Southern College	1	14%	-	-	7%
University of North Florida	3	43%	-	-	21%
University of South Florida, St. Petersburg	2	29%	5	71%	50%
University of West Florida	1	14%	2	29%	21%

Appendix B: Demographic characteristics for follow-up respondents

Follow-up survey (n=28)	#	%
Cohort		
2013	4	14%
2014	4	14%
2015	4	14%
2016	16	57%
Gender		
Female	18	64%
Male	10	36%
Ethnicity		
Caucasian	24	86%
Hispanic and Caucasian	2	7%
American Indian or Alaskan Native and Caucasian	1	4%
Three or more races	1	4%
First generation college student		
Yes	11	39%
No	16	57%
I'm not sure	1	4%
Free or reduced lunch in high school		
Yes	2	7%
No	21	75%
I'm not sure	5	18%
School level completed at time of course		
Freshman	1	4%
Sophomore	5	18%
Junior	18	64%
Senior +	4	14%
College GPA at time of course		
3.5-4.0	10	36%
3.0-3.4	10	36%
2.5-2.9	7	25%
I'm not sure	1	4%
Institution		
Florida Atlantic University	1	4%
Florida Gulf Coast University	3	11%
Florida State University	1	4%
University of North Florida	9	32%
University of South Florida, St. Petersburg	4	14%
University of South Florida, Tampa	3	11%
University of West Florida	7	25%

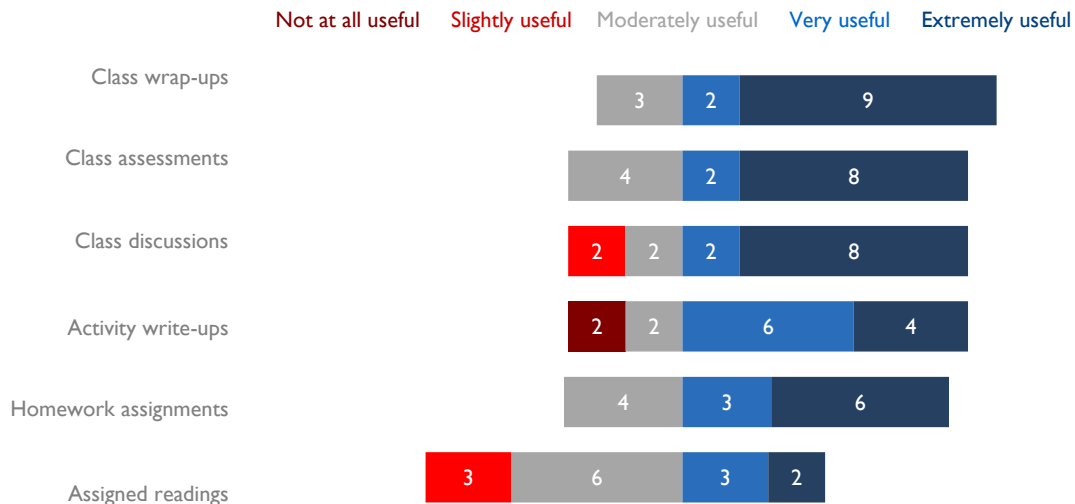
Appendix C: Itemized mean ratings for research understanding and research skills composites

	Lowerclassmen (n=7)		Upperclassmen (n=7)		Overall (n=14)	
	Before course	After course	Before course	After course	Before course	After course
Research understanding						
My understanding of how theory guides a research project.	3.14	4.57	3.43	4.14	3.29	4.36
My understanding of how coursework is connected to research.	3.14	4.71	3.14	4.14	3.14	4.43
My understanding of what everyday research work is like.	2.71	5.00	2.14	4.57	2.43	4.79
My understanding of the slow pace research can take.	3.29	5.00	2.57	4.29	2.93	4.64
My understanding of how I can learn from unanticipated or unexpected results.	2.86	4.43	3.14	4.43	3.00	4.43
Ability to plan research						
My ability to use resources to conduct searches for scientific information	3.00	4.57	3.43	3.86	3.21	4.21
My ability to understand testable and realistic research questions	3.00	4.43	3.43	4.29	3.21	4.36
My ability to plan out a research project	2.43	4.43	2.57	3.86	2.50	4.14
Ability to conduct research						
My ability to keep a detailed lab notebook	2.71	4.29	3.14	3.86	2.93	4.07
My ability to calibrate instruments needed for measurement	2.14	4.71	2.86	4.14	2.50	4.43
My ability to use scientific instruments and equipment	2.86	4.86	3.14	4.29	3.00	4.57
My ability to conduct observations in the lab or field	3.43	4.71	3.86	4.29	3.64	4.50
Ability to explain research						
My ability to manage my time effectively	4.00	4.86	3.43	4.00	3.71	4.43
My ability to work independently on a research project	2.43	4.57	2.86	4.00	2.64	4.29
My ability to work in collaboration with others on a research project	3.57	4.43	3.14	4.29	3.36	4.36
My ability to explain a scientific project to people outside my area of research	2.86	4.57	2.57	4.00	2.71	4.29
My ability to take great care in conducting lab procedures	3.57	4.71	3.71	4.14	3.64	4.43
My ability to write a scientific report or paper.	3.43	4.57	3.71	4.14	3.57	4.36

Appendix D: University of North Florida Feedback

Usefulness of site activities and resources

Overall, respondents were pleased with the activities and resources at UNF. Participants found the class wrap-ups the most useful and rated the assigned readings the least useful.

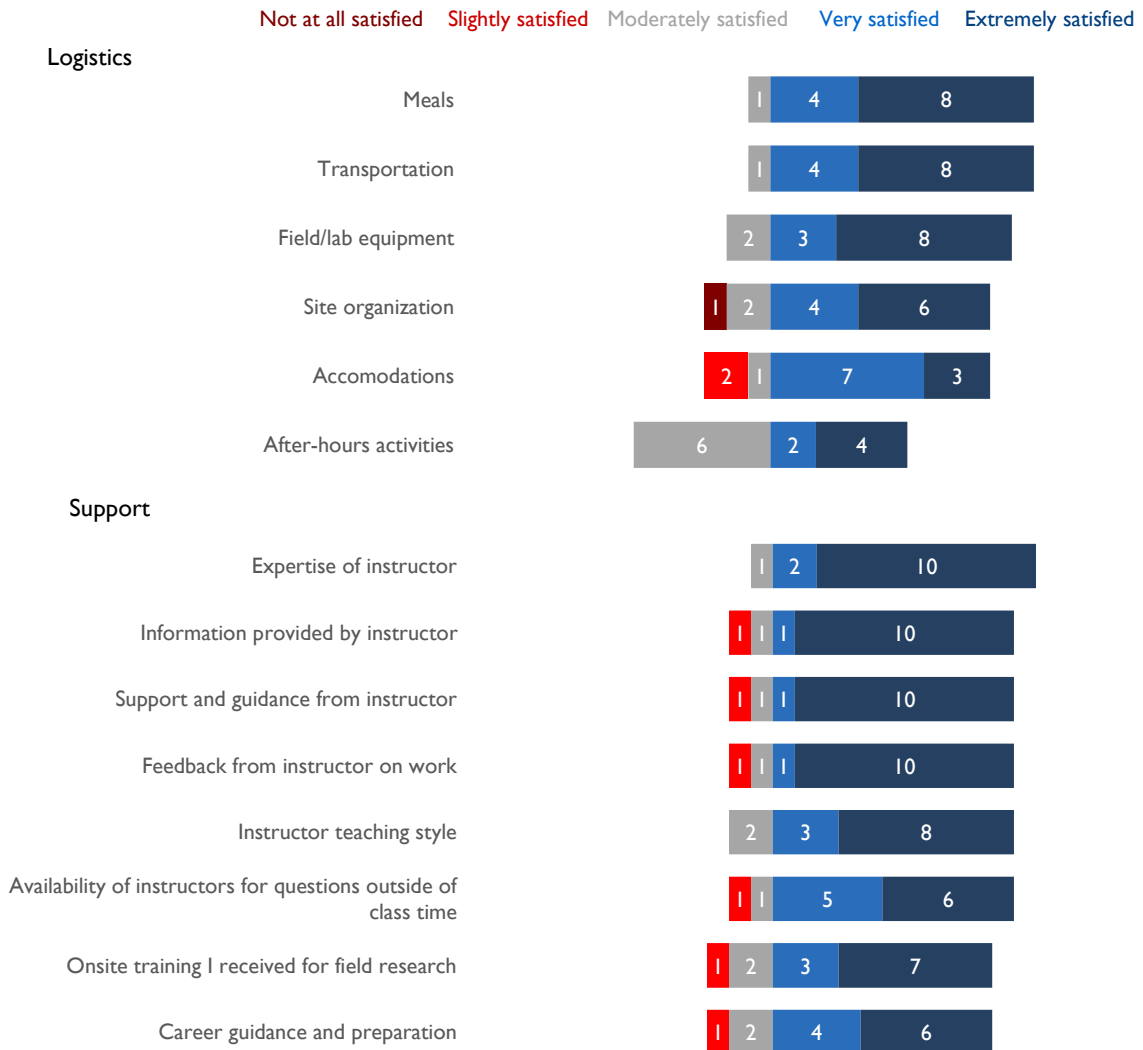


Respondents rated the field excursions at UNF very useful to their learning about marine science, particularly the Transitions to St. Johns River.



Satisfaction with site components

Respondents were more satisfied with the support they received than the logistics. Ten respondents (71%) were extremely satisfied with the instructor’s expertise, information, support and guidance, and feedback. Respondents were least satisfied with after-hours activities.



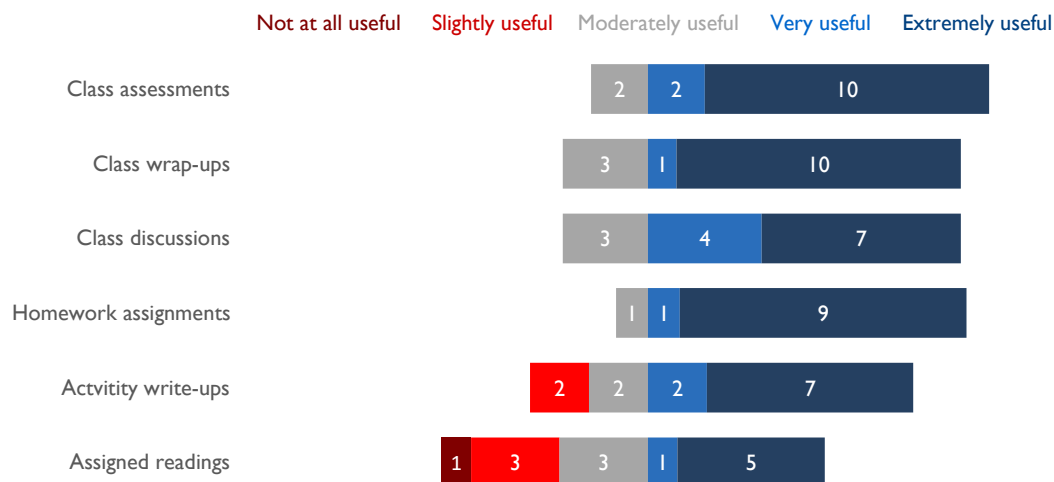
Respondent suggestions for improvement

- Improve the logistics of the shark activity
- Provide consistency in experience for all students
- Improve logistics at the site

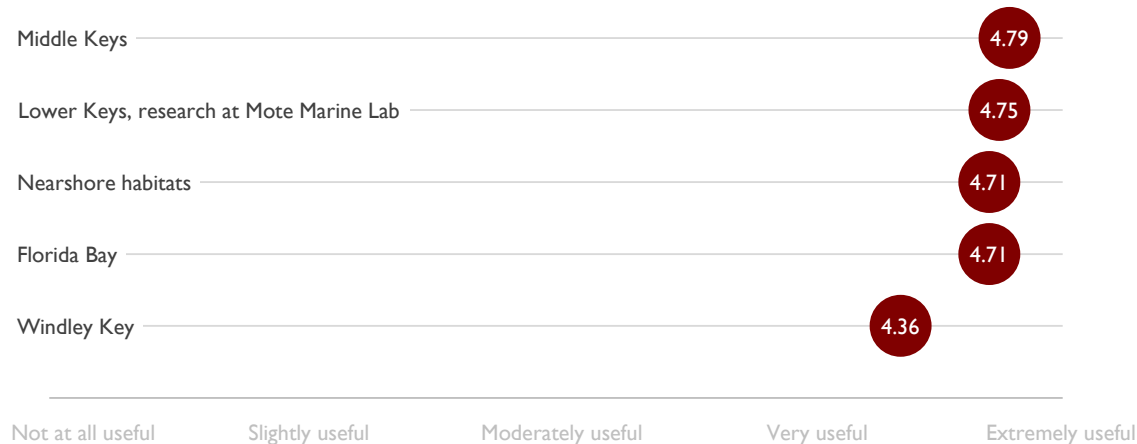
Appendix E: Keys Marine Lab Feedback

Usefulness of site activities and resources

On average, respondents rated the activities and resources at KML more useful than activities and resources at other institutions. They found the assessments the most useful, and the assigned readings the least useful.

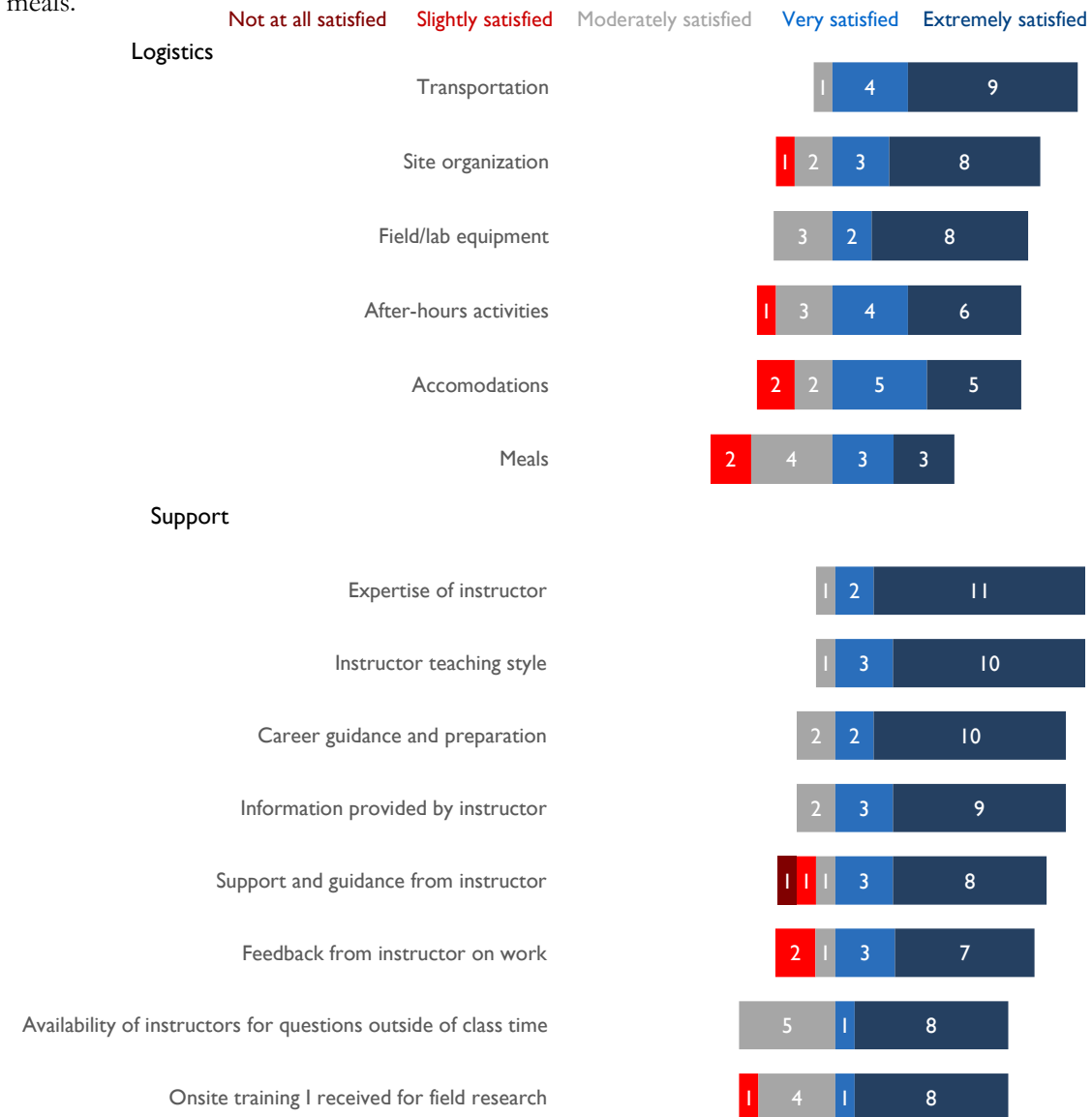


Respondents rated the field excursions at KML the most useful compared to other institutions. Although still rated highly, respondents rated the field excursion at Windley Key the least useful.



Satisfaction with site components

Respondents were satisfied with both the logistics and support they received. Respondents rated they were most satisfied with the expertise of the instructors at KML and least satisfied with the meals.



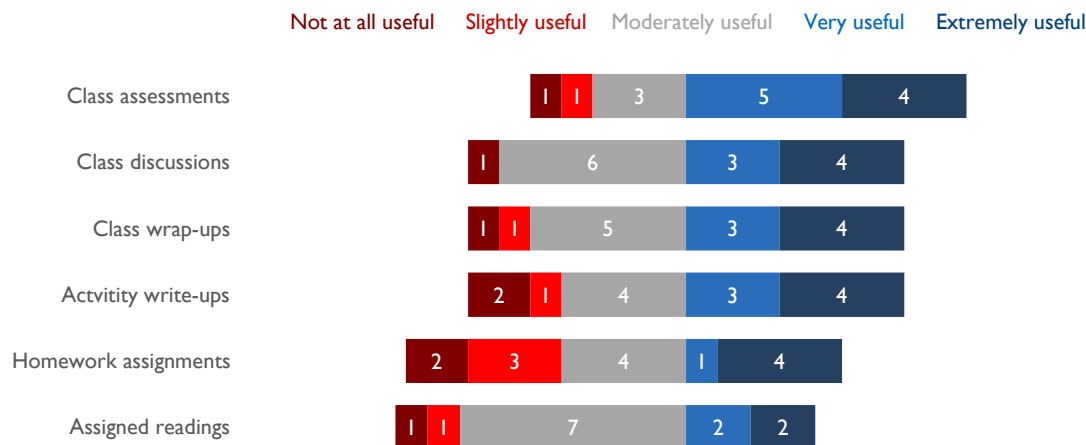
Respondent suggestions for improvement

- Organize meals better
- Provide more review
- Provide more opportunities for research
- Schedule more time at Mote

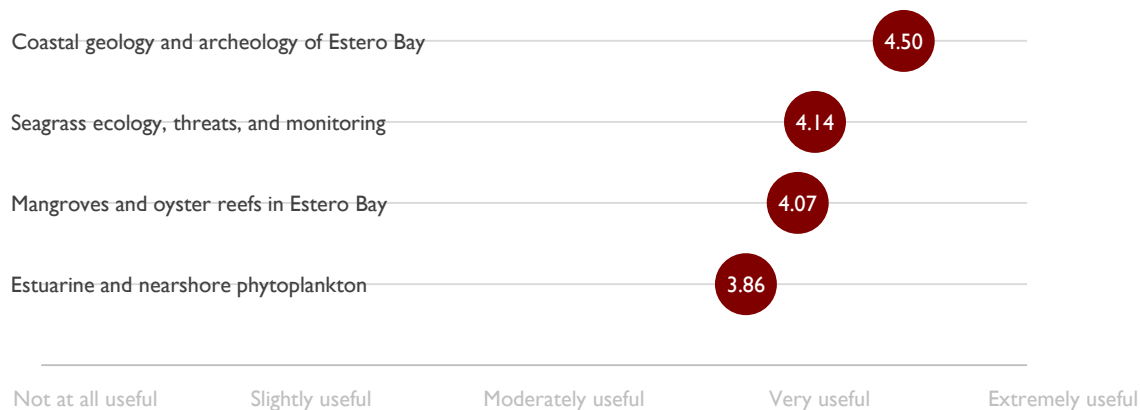
Appendix F: Florida Gulf Coast University Feedback

Usefulness of site activities and resources

On average, respondents rated the activities and resources at FGCU less useful than activities and resources at other institutions. Similar to other institutions, they found the assessments the most useful, and the assigned readings and homework assignments the least useful.

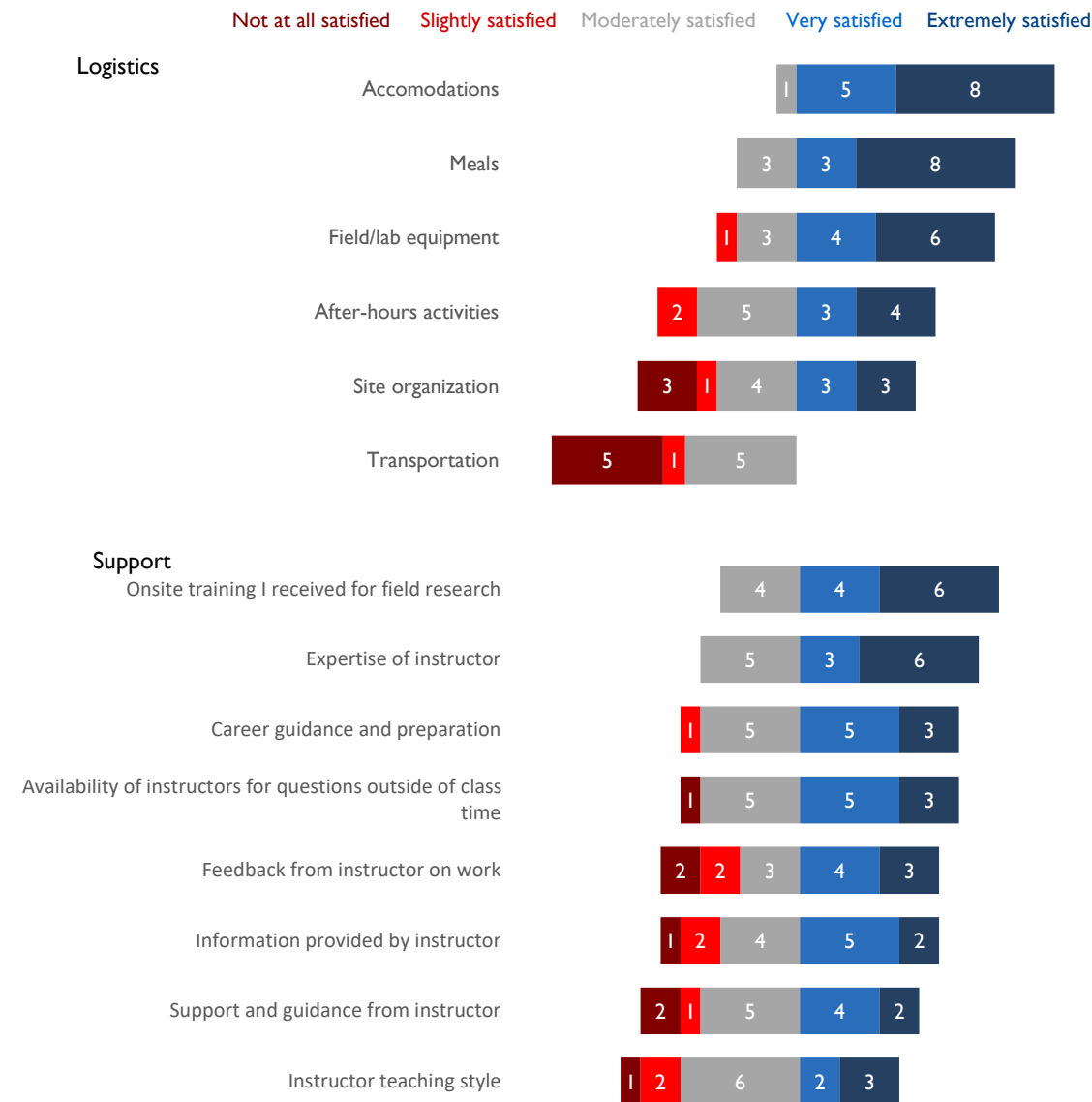


Overall, respondents found the field excursions at FGCU useful to their learning about marine sciences and ecosystems and the environment. Respondents found the coast geology and archeology of Estero Bay the most useful and the estuarine and nearshore phytoplankton the least useful.



Satisfaction with site components

More than half of participants were at least very satisfied with the training they received for field research, expertise of the instructor, career guidance and preparation, and availability of instructors for questions outside of class time. However, compared to other institutions, respondents were less satisfied with the logistics and support at FGCU, with the least satisfaction in transportation.



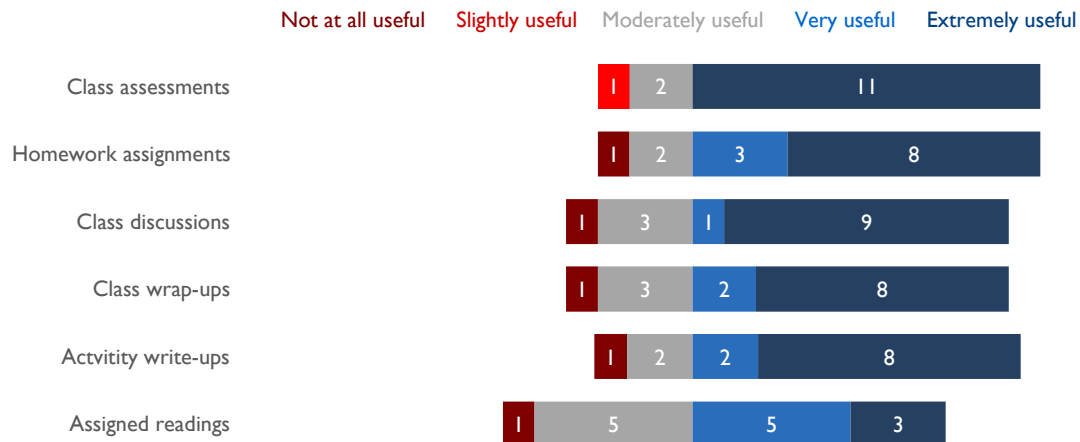
Respondent suggestions for improvement

- Limit homework assignments
- Provide more variety in field excursions
- Improve organization
- Use collaborative data collection

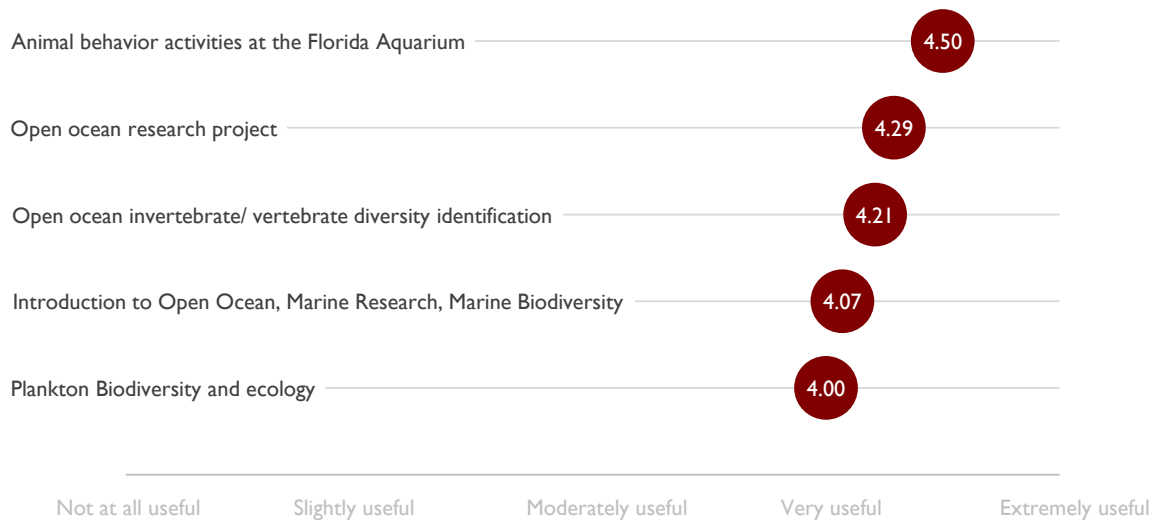
Appendix G: University of South Florida, St. Petersburg Feedback

Usefulness of site activities and resources

On average, respondents found the activities at USFSP useful to their learning about marine sciences and the ecosystems and the environment. Similar to KML, they found the assessments the most useful and the assigned readings the least useful.

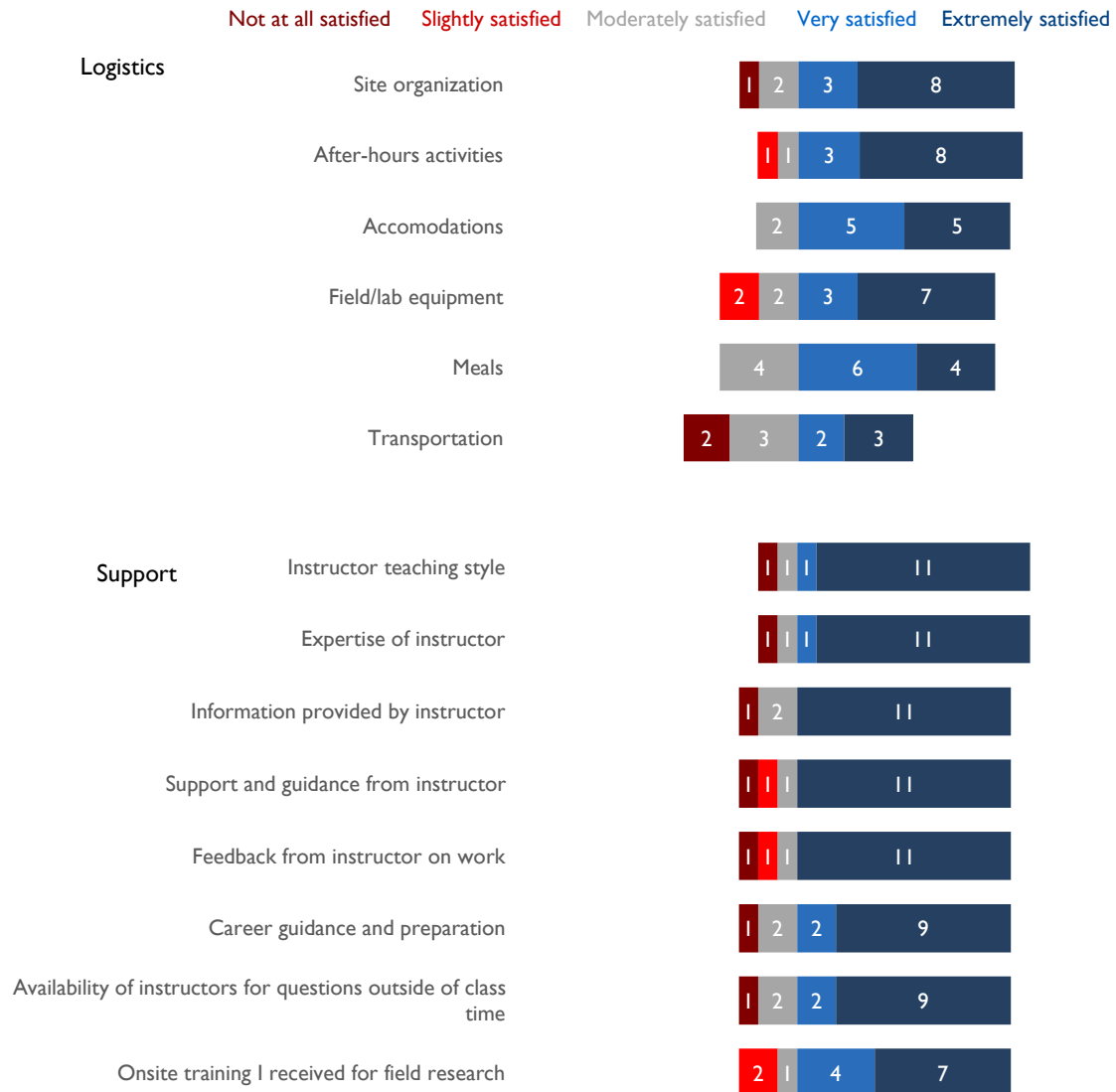


Overall, respondents found the field excursions at USFSP useful to their learning about marine sciences and ecosystems and the environment. Respondents found the animal behavior activities at the Florida Aquarium the most useful and plankton biodiversity and ecology the least useful.



Satisfaction with site components

Respondents were more satisfied with support provided than logistics at USFSP. At least half of respondents were extremely satisfied all support provided by the instructor. Respondents were most satisfied with the instructor’s teaching style and expertise. Respondents were least satisfied with transportation.



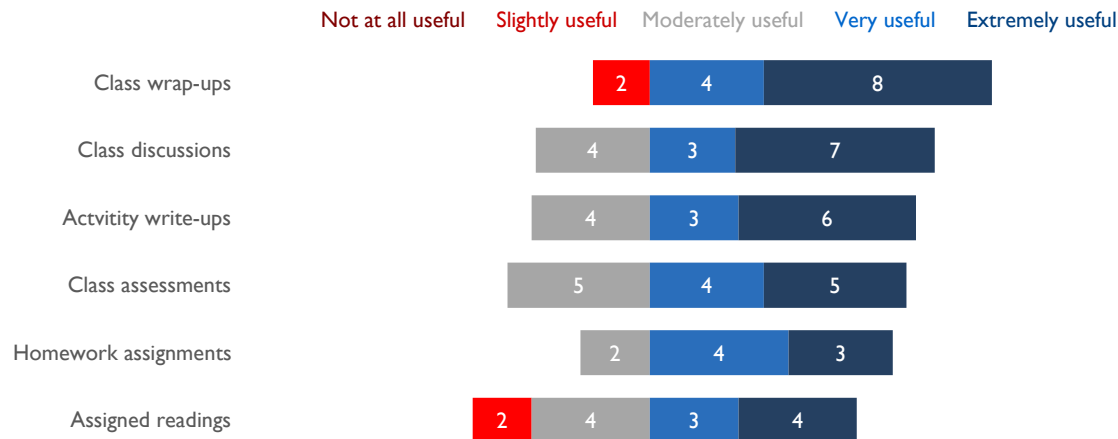
Respondent suggestions for improvement

- More field time
- More time for presentation

Appendix H: University of West Florida Feedback

Usefulness of site activities and resources

Overall respondents found the activities and resources at UWF useful to their learning about marine sciences and the ecosystems and the environment. Although 12 (86%) of respondents found the class wrap-ups very useful, two found them only slightly useful. Similar to other courses, respondents found assigned readings the least useful.

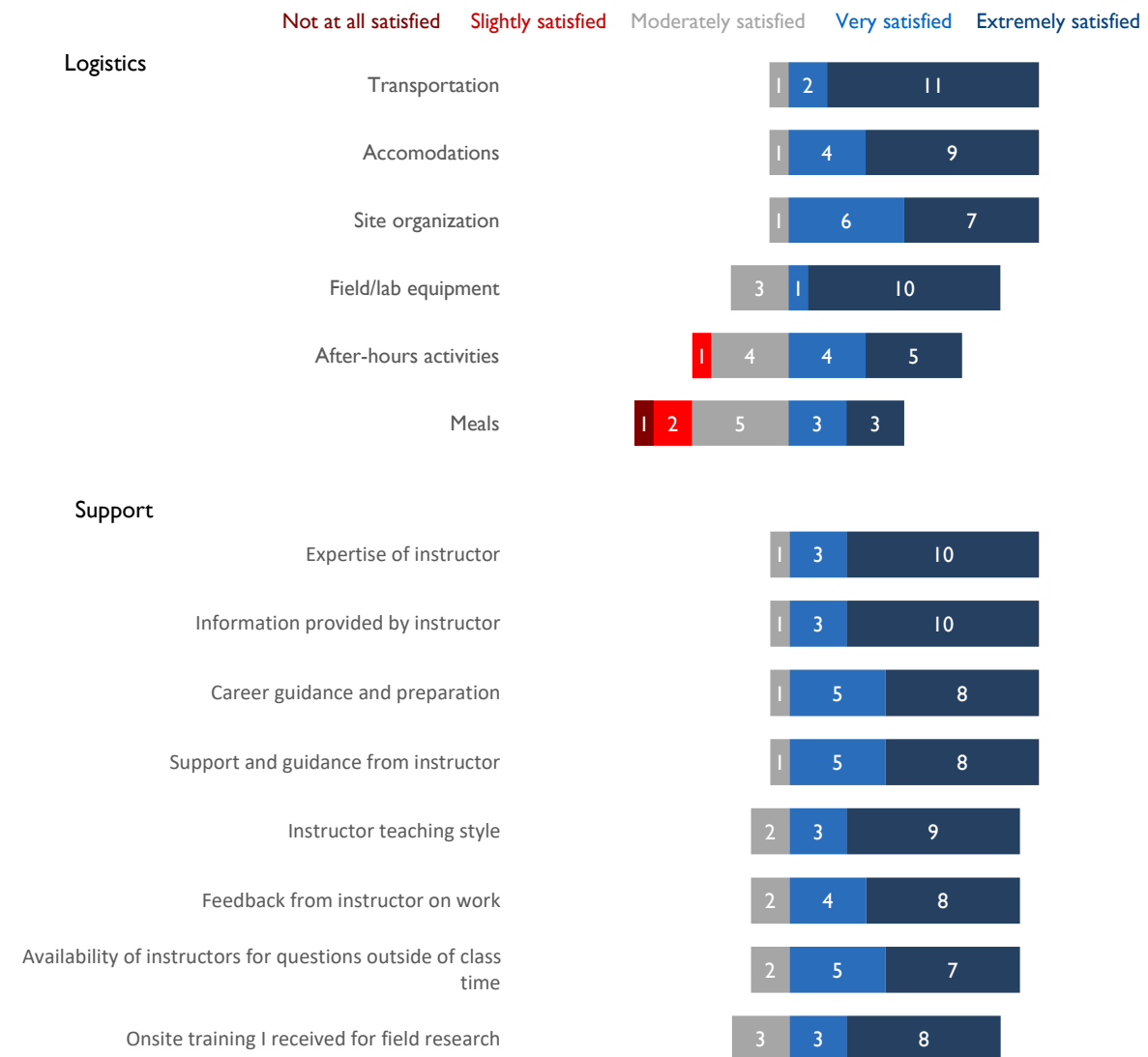


Respondents found the field excursions at UWF highly useful to their learning. They found the EPA lab tour the most helpful at UWF and one of the most useful activities in the whole program.



Satisfaction with site components

Overall, respondents were generally satisfied with logistics and support provided at UWF. Respondents rated their satisfaction with support at UWF higher than all other institutions. All respondents rated they were at least moderately satisfied with support provided. Respondents were least satisfied with meals provided at UWF.



Respondent suggestions for improvement

- Better organizations of meals
- Provide more review
- Provide more hands-on work

FLORIDA INSTITUTE OF OCEANOGRAPHY

Annual Report 2017-18



Philip Kramer, Ph.D.
Director, Florida Institute of Oceanography



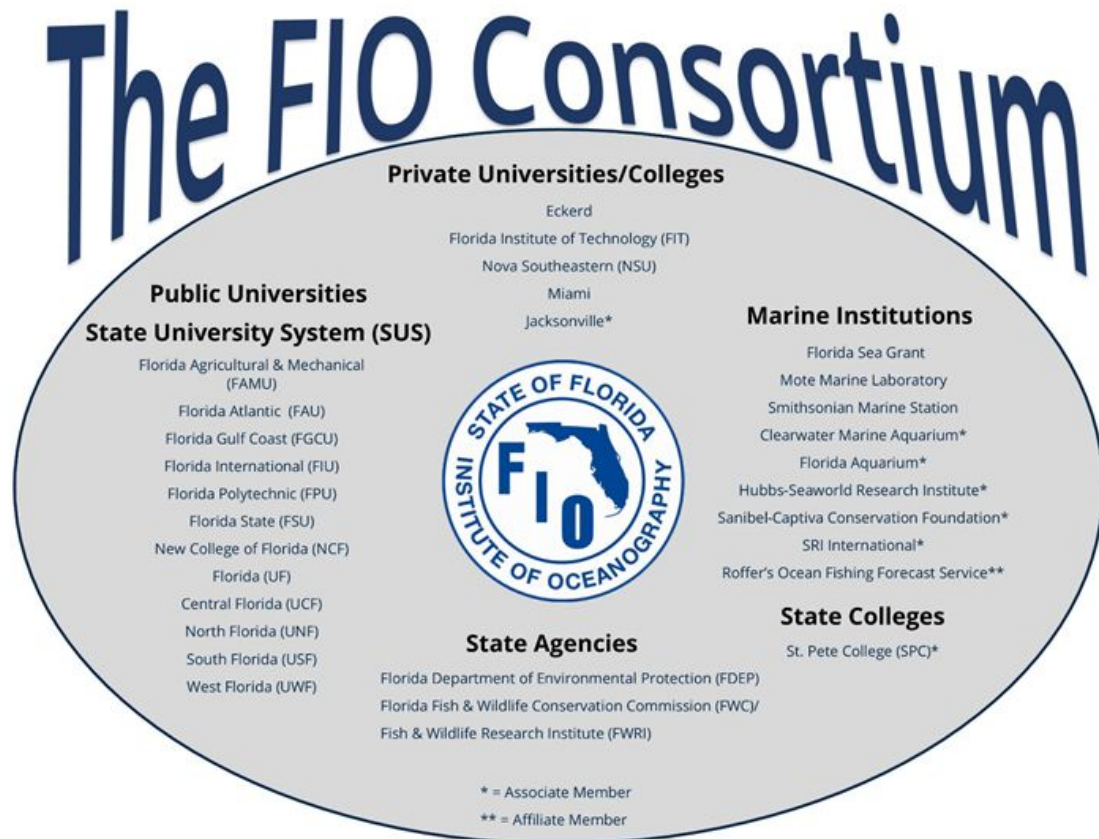
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INFRASTRUCTURE, PROGRAMS, LEADERSHIP, PEOPLE

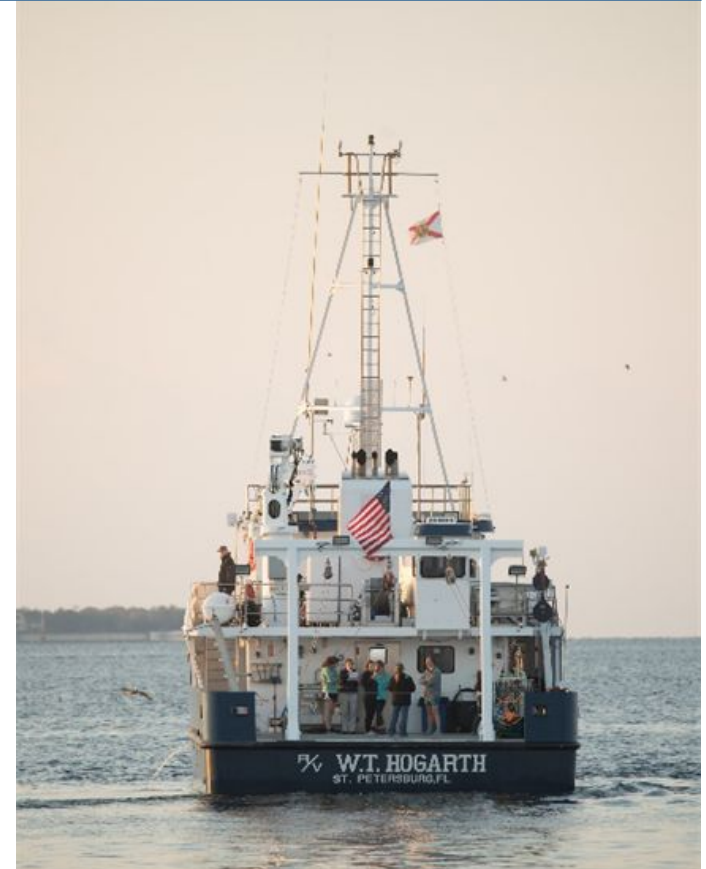


FIO- MILESTONES:

- 1967-** FIO established for SUS
- 1977-** Hosted by USF
- 1980-** R/V Suncoaster joins R/V Bellows
- 1991-** KML acquired by FWC co-managed by FIO
- 2000** –FIO Membership expanded beyond SUS to include 9 other institutions
- 2009** –FIO designated as 1 of 2 Academic Infrastructure support organizations within SUS.
- 2012** –FIO Membership expanded to include Associate and Affiliate members
- 2013-** US Treasury designates FIO as coordinator for FLRACEP grants program (\$26M)
- 2015** FWC transfers KML to FIO
- 2018** R/V Hogarth commissioned



2017/18 FIO Accomplishments- INFRASTRUCTURE **Building a new Vessel in 2 years (*on time and on budget*)**



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2017/18 FIO Accomplishments- PROGRAMS/EDUCATION



Closing out of RFP 1 and 2 awards totaling \$3.65M for 11 projects at 8 institutions. 2nd audit by Treasury with only minor findings

Obj 2.8: Continue to provide leadership for recovery in the Gulf of Mexico....

Obj 2.9 Grow and expand summer field studies course In marine science- one cohort this year



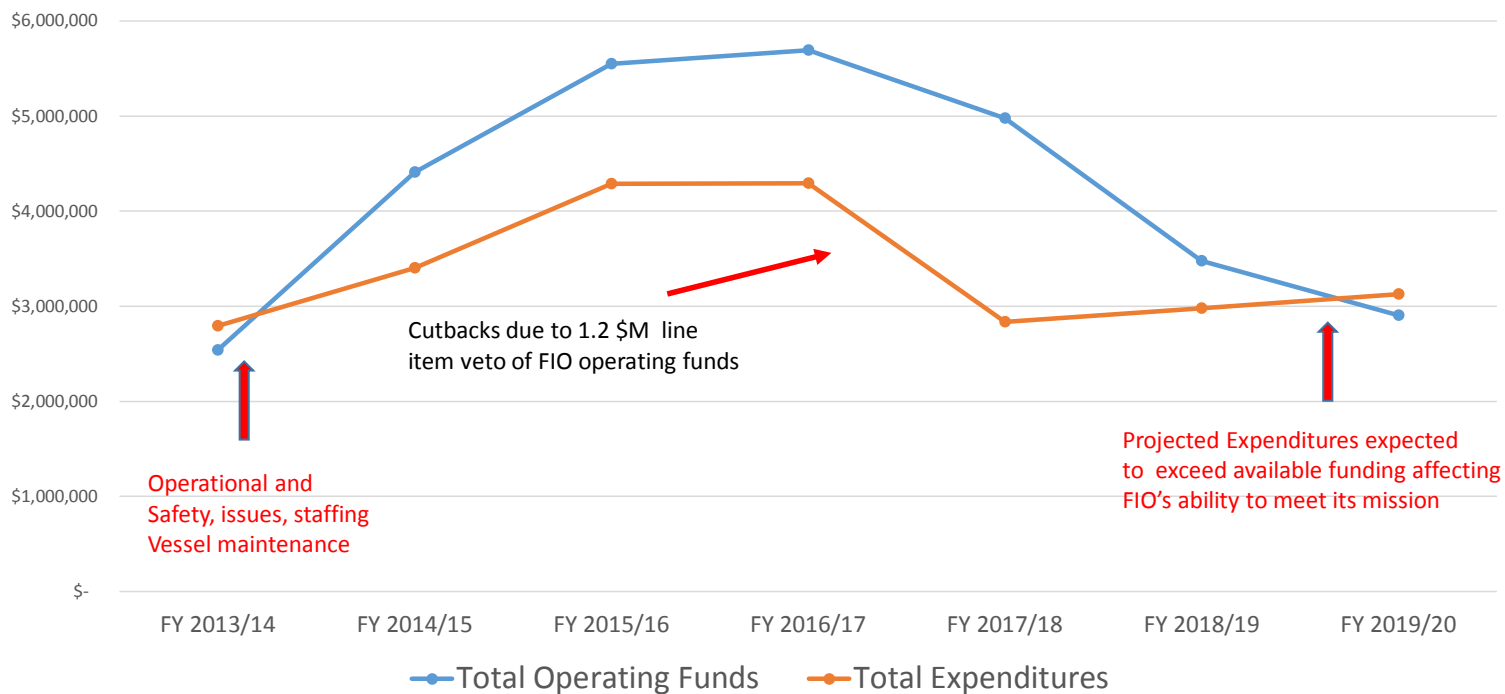
FIO's vessels supported **173** undergraduate; **62** graduate students in 2017/18. KML facilities supported **86** faculty/scientists; **165** undergraduate; **17** graduate student degrees

Obj 1.4 Ensure efficient utilization of ship and lab resources to the fullest extent...

FIO 2015-2020 Strategic Plan. Goal 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 existing programs, and partnership that expand FIO's role in marine science...

CHALLENGES

FIO 5 Year History & Estimated Operating Expenditures
All Fund Sources

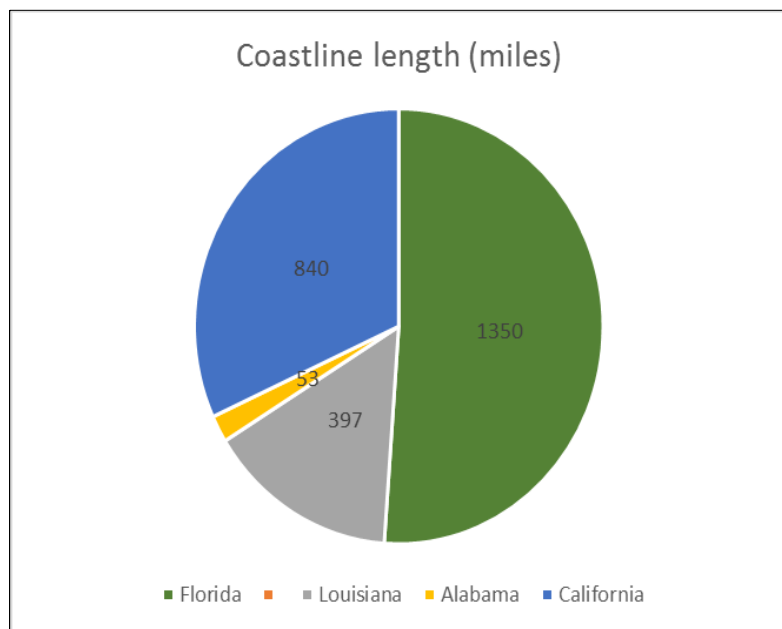
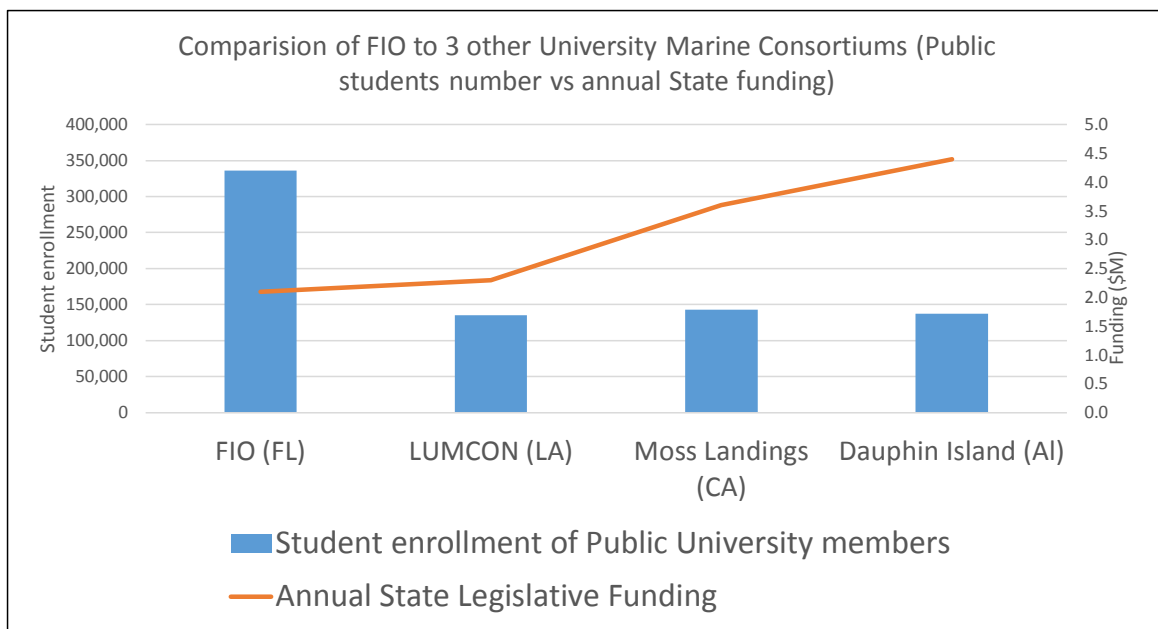


FY 2017-18-est. figures

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Opportunities

Compared to three other State University marine consortium's, FIO's has the lowest State operational support yet the most members, public students, and coastal area



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Looking Ahead



FIO PRIORITY 2018-19 GOALS

CLOSE OPERATING GAP

MARINE OPERATIONS SAFETY REVIEW

INCREASE ENGAGEMENT OF FIO
COSORTIUM (SHARED GOALS, EXPAND
FIO ASSET USERS, NEW COURSES)

EXPLORE NEW OPPORTUNITIES WITH
CONSOLIDATION, MEMBERSHIP, AND
FUNDRAISING PARTNERSHIPS.

PREPARE FOR AISO RENEWAL BY 2020
(UPDATE STRATEGIC PLAN, METRICS)

Supporting Excellence in Marine Science, Technology and Education

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Agenda Item: FL 108

USF Board of Trustees
September 4, 2018

Issue: Approval of the University of South Florida 2017 Florida Equity Report Annual Update

Proposed action: Approve the University of South Florida's 2017 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: Goal II

BOT Committee Review Date: ACE Committee - August 27, 2018

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

USF System or Institution specific: USF System

Prepared by: Haywood Brown, M.D., Vice President of Diversity, Inclusion, & Equal Opportunity
Cecil Howard, J.D., Associate Vice President of Diversity, Inclusion, & Equal Opportunity

Florida Equity Report

Report Year: 2018

University of South Florida

Data Year: July – June, 2016 - 2017

Florida Equity Report:
Enrollment, Sex Equity in Athletics, and Employment
Report Year: 2018

University of South Florida

Data Year: July – June, 2016 - 2017

Approved by:

Chair, USF Board of Trustees (or designee)

Approved by:

Dr. Judy Genshaft, USF System President

Submitted by:

Dr. Haywood L. Brown, Vice President for Diversity & Inclusion

Office of Diversity, Inclusion, and Equal Opportunity
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Part I. Executive

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 (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.t

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 in Appendix A. Data provided 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, and increased to 41.4% from 40.7% the previous year. Additionally, female enrollment dropped very slightly from 58.7% to 58.6%. USF System transfer enrollment of underrepresented students increased slightly from 39.4% to 40%, and female transfers slightly increased to 57.4%. The USF System increased its enrollment to 43.3% Pell Grant eligible students, which **indicates USF's commitment to economically disadvantaged students. This trend** has continued to increase over 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 overall graduation rate for the USF System after six years was 68.8%, which is a slight increase from the previous year. 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 **women's** sport (rowing). Female participation has increased, which resulted in a decrease gap of 1% in proportionality.

Employment Presentation (Part V)

The total number of faculty system-wide increased by 46 positions in 2016. Of these, tenured faculty decreased by 1.3% (N=11) from the previous year, tenure track decreased by 3% (N=10) and non-tenured track increased by 8.7% (N=67). Of the total 67 new faculty positions, 68.7% were diverse faculty. As it related to gender, 36 of the new faculty members were females representing 53.7% of the new faculty positions in 2016.

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, and in some instances, diverse students outperformed white 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-eight percent of the faculty who applied for tenure were granted tenure.

Promotion and Tenure Committee Composition (Part VIII)

Female and underrepresented faculty are involved 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 and Procedures

The policies 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. Veterans Services for Students Policy, Policy 34-001 <http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-34-001.pdf>

The above mentioned 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 2017, Fall 2016, and Fall 2012										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	TOTAL
Men	107	121	0	164	408	3	1039	85	83	2010
Women	94	279	4	195	596	1	1435	157	93	2854
Total FTIC Fall 2017	201	400	4	359	1004	4	2474	242	176	4864
Category % of Total Fall 2017	4.1%	8.2%	0.1%	7.4%	20.6%	0.1%	50.9%	5.0%	3.6%	100.0%
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 2012	101	403	8	276	805	12	2493	196	57	4351
Category % of Total Fall 2012	2.3%	9.3%	0.2%	6.3%	18.5%	0.3%	57.3%	4.5%	1.3%	100.0%
Percentage Change in number from Fall 2012 to Fall 2017	99.0%	-0.7%	-50.0%	30.1%	24.7%	-66.7%	-0.8%	23.5%	208.8%	11.8%
<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 58.7% female and 41.3% male for the 2017-2018 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 41.4%. 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 50.9%, Non Resident Alien (International) Students represented 4.1%, and students identifying as Unknown represented 3.6% of the USF System student body during the fall 2017 enrollment.

While the FTIC Enrollment data indicates moderate changes from 2012 to 2017, the 2016 data indicates minor changes if any throughout all racial categories.

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

USF Tampa										
Table 1b. First-Time-In-College Enrollment, Fall 2017, Fall 2016, and Fall 2012										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	TOTAL
Men	106	106	0	153	349	2	875	76	75	1742
Women	88	241	3	180	484	1	1167	124	73	2361
Total FTIC Fall 2017	194	347	3	333	833	3	2042	200	148	4103
Category % of Total Fall 2017	4.7%	8.5%	0.1%	8.1%	20.3%	0.1%	49.8%	4.9%	3.6%	100.0%
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 2012	100	332	8	237	689	9	2113	177	50	3715
Category % of Total Fall 2012	2.7%	8.9%	0.2%	6.4%	18.5%	0.2%	56.9%	4.8%	1.3%	100.0%
Percentage Change in number from Fall 2012 to Fall 2017	94.0%	4.5%	-62.5%	40.5%	20.9%	-66.7%	-3.4%	13.0%	196.0%	10.4%
<i>Source All Years: IPEDES Fall Enrollment Part A, Fall enrollment by race/ethnicity and sex, Column 1 First time students</i>										

New freshman minority student enrollment at USF Tampa totaled 1,719 for the fall 2017 semester and represented 42% of the entire FTIC cohort that entered in the fall 2017 semester. Hispanic freshmen (833) comprised 20.3% of the cohort, while Blacks (347) comprised 8.5%, Asians (333) 8.1%, students reporting two or more races (200) 4.9%, and Native Hawaiians (3) and American Indians/Alaskan Natives (3) less than 1% each. Only 49.8% of the fall 2017 FTIC cohort identified as White.

USF St. Petersburg										
Table 1c. First-Time-In-College Enrollment, Fall 2017, Fall 2016, and Fall 2012										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
Men	1	14	0	10	52	1	126	7	7	218
Women	2	37	1	14	93	0	219	30	16	412
Total FTIC Fall 2017	3	51	1	24	145	1	345	37	23	630
Category % of Total Fall 2017	0.5%	8.1%	0.2%	3.8%	23.0%	0.2%	54.8%	5.9%	3.7%	100.0%
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 2012	1	71	0	39	116	3	380	19	7	636
Category % of Total Fall 2012	0.2%	11.2%	N/A	6.1%	18.2%	0.5%	59.7%	3.0%	1.1%	100.0%
Percentage Change in number from Fall 2012 to Fall 2017	200.0 %	-28.2%	N/A	-38.5%	25.0%	-66.7%	-9.2%	94.7%	228.6%	-0.9%
<i>Source All Years: IPEDS Fall Enrollment Part A, Fall enrollment by race/ethnicity and sex, Column 1 First time students</i>										

Overall, USF St. Petersburg's (USFSP) First Time in College (FTIC) enrollment increased by 14 students (2.2%). FTIC enrollment for 2017 was comprised of 65% female (412) and 35% male (218).

Enrollment of a racially and ethnically diverse class was maintained and, in some areas, improved. While the Black population held at 8.1%, Hispanic increased by 1.4%, from 21.6% to 23%. Conversely, a slightly higher percentage of students (1.4%) did not report a racial or ethnic background.

The five-year period from 2012 to 2017 shows while overall new FTIC enrollment remained consistent, most racial categories experienced declines. The increase in Hispanic students (25%) over the five-year time frame aligns with national trends.

USF Sarasota-Manatee										
Table 1d. First-Time-In-College Enrollment, Fall 2017, Fall 2016, and Fall 2012										
	NRA	B	AI/A N	A	H	NH/O PI	W	≥ TWO	UNK	TOTAL
Men	0	1	0	1	7	0	38	2	1	50
Women	4	1	0	1	19	0	49	3	4	81
Total FTIC Fall 2017	4	2	0	2	26	0	87	5	5	131
Category % of Total Fall 2017	3.1%	1.5%	N/A	1.5%	19.8%	N/A	66.4%	3.8%	3.8%	100.0%
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 2012	0	0	0	0	0	0	0	0	0	0
Category % of Total Fall 2012	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 2012 to Fall 2017	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 2017, men comprised 38% of this population, reflecting an increase of 10 percentage points over 2016.

The minority representation (Black, Hispanic, Asian, American Indian/Alaskan Natives, and Two or More Races) in the FTIC Cohort increased from 20.8% in fall 2016 to 26.6% in 2017. The proportion of Hispanic students in the Cohort rose by 8 percentage points, whereas the White proportion declined by about 9 percentage points. The proportion of students representing two or more racial/ethnic groups increased slightly with 2 additional students, but the representation from Black, Asian, and American Indian students declined even more than their small numbers in 2016.

The FTIC Fall 2017 Cohort shows a significant increase in Hispanic students, particularly women. Note that USF Sarasota-Manatee did not have FTIC students in 2012, because the First Freshman entered in Fall Semester 2013.

Table 2. Fulltime Transfers Enrollment

USF System												
Table 2a. Fulltime Transfers, Fall 2017 (and Summer Continuing into Fall), Fall 2016 and Fall 2012												
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	FEMALE	MALE	TOTAL
Total Fall 2017	150	391	9	166	677	5	1783	128	133	1977	1465	3442
Category % of Total Fall 2017	4.4%	11.4%	0.3%	4.8%	19.7%	0.1%	51.8%	3.7%	3.9%	57.4%	42.6%	100.0%
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 2012	87	370	8	127	553	10	1807	106	61	1764	1365	3129
Category % of Total Fall 2012	2.8%	11.8%	0.3%	4.1%	17.7%	0.3%	57.8%	3.4%	1.9%	N/A	N/A	100.0%
Percentage Change in number from Fall 2012 to Fall 2017	72.4%	5.7%	12.5%	30.7%	22.4%	-50.0%	-1.3%	20.8%	118.0%	12.1%	7.3%	10.0%

Source All Years: IPEDS FALL ENROLLMENT Part A, Fall enrollment by race/ethnicity and sex, Column 2 Transfer-in students

The USF System Fulltime Transfers data included 57.4% female and 42.6% males for the 2017-2018 academic year when compared to the previous 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 40%. This is consistent with the previous year. The 40% 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 51.8%, Non Resident Alien (International) Students represented 4.4%, and students identifying as Unknown represented 3.9% of the USF System student body during the fall 2017 enrollment.

The Community College A.A. Transfers data indicates slight changes from 2012 to 2017 and minor changes, if any, throughout all racial categories. The analyses of the three USF institutions are discussed in the following narratives for each institution.

USF Tampa												
Table 2b. Fulltime Transfers, Fall 2017 (and Summer Continuing into Fall), Fall 2016 and Fall 2012												
	NRA	B	AI/ AN	A	H	NH/O PI	W	≥ TW O	UNK	FEM ALE	MALE	TOTAL
Total Fall 2017	142	351	7	146	583	4	1317	109	115	1572	1202	2774
Category % of Total Fall 2017	5.1%	12.7%	0.3%	5.3%	21.0%	0.1%	47.5%	3.9%	4.1%	56.7%	43.3%	100.0%
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 2012	85	327	6	114	463	8	1356	83	48	1389	1101	2490
Category % of Total Fall 2012	3.4%	13.1%	0.2%	4.6%	18.6%	0.3%	54.5%	3.3%	1.9%	55.8%	44.2%	100.0%
Percentage Change in number from Fall 2012 to Fall 2017	67.1 %	7.3%	16.7 %	28.1 %	25.9%	-50.0%	-2.9%	31.3 %	139.6 %	13.2%	9.2%	11.4%
<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 1,200 and represented 43.3% of the entire FCS transfer cohort in Summer/Fall 2017. The headcount is up by 140 from the 2016 cohort, with the ratio of males and females relatively unchanged. Only 47.5% of the fall 2017 transfer student cohort identified as White.

USF St. Petersburg												
Table 2c. Fulltime Transfers, Fall 2017 (and Summer Continuing into Fall), Fall 2016 and Fall 2012												
	NRA	B	AI/AN	A	H	NH/ OPI	W	≥ TWO	UNK	FEMALE	MALE	TOTAL
Total Fall 2017	2	31	1	11	44	1	287	12	9	245	153	398
Category % of Total Fall 2017	0.5%	7.8%	0.3%	2.8%	11.1%	0.3%	72.1%	3.0%	2.3%	61.6%	38.4%	100.0%
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 2012	1	24	2	8	56	2	262	13	8	222	154	376
Category % of Total Fall 2012	0.3%	6.4%	0.5%	2.1%	14.9%	0.5%	69.7%	3.5%	2.1%	59.0%	41.0%	100.0%
Percentage Change in number from Fall 2012 to Fall 2017	100.0 %	29.2%	-50.0%	37.5%	-21.4%	-50.0%	9.5%	-7.7%	12.5%	10.4%	-0.6%	5.9%
<i>Source All Years: IPEDS FALL ENROLLMENT Part A, Fall enrollment by race/ethnicity and sex, Column 2 Transfer-in students</i>												

USFSP slightly decreased Florida College System transfers, from 405 to 398. The female and male percentage distributions (61.6% and 38.4% respectively) remained consistent with the previous year.

Racial diversity softened relative to 2016 data, most notably with Hispanic students, which decreased from 14.1% to 11.1%. Nevertheless, total numbers for Black and Asian students increased over the five-year duration, with Black students up 29% and Asian students up 37.5%.

USF Sarasota-Manatee												
Table 2d. Fulltime Transfers, Fall 2017 (and Summer Continuing into Fall), Fall 2016 and Fall 2012												
	NRA	B	AI/A N	A	H	NH/ OPI	W	≥ TWO	UNK	FEMALE	MALE	TOTAL
Total Fall 2017	6	9	1	9	50	0	179	7	9	160	110	270
Category % of Total Fall 2017	2.2%	3.3%	0.4%	3.3%	18.5%	N/A	66.3%	2.6%	3.3%	59.3%	40.7%	100.0%
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 2012	1	19	0	5	34	0	189	10	5	153	110	263
Category % of Total Fall 2012	0.4%	7.2%	N/A	1.9%	12.9%	N/A	71.9%	3.8%	1.9%	58.2%	41.8%	100.0%
Percentage Change in number from Fall 2012 to Fall 2017	500.0%	-52.6%	N/A	80.0%	47.1%	N/A	-5.3%	-30.0%	80.0%	4.6%	0.0%	2.7%
<i>Source All Years: IPEDS FALL ENROLLMENT Part A, Fall enrollment by race/ethnicity and sex, Column 2 Transfer-in students</i>												

Men represented 40.7% of the fall 2017 Cohort as compared to 37.4% of the fall 2016 Cohort.

The minority representation (Black, Hispanic, Asian, American Indian/Alaskan Natives, and Two or More Races) among Transfers increased from 23.8% in Fall Semester 2016 to 28.1% in 2017, which is also higher than the 2012 figure of 25.8%. The proportion of Hispanic students in the Cohort rose by 7 percentage points (25 more students),

whereas the White proportion declined by 7 percentage points from 2016 to 2017. All other non-White proportions declined from 2016 to 2017, except Asian which increased by 2 students.

Although a higher proportion of men were represented in the fall 2017 Cohort as compared to the fall 2016 Cohort, the representation was not as large as 2012 when men represented 41.8% of the full-time transfers. The Hispanic representation continued to climb, increasing from 11.4% in fall 2016 to 18.5% in fall 2017.

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

USF System												
Table 3a. Retention of Full-Time FTICs Entering Fall 2016, or Summer 2016 and Continuing into Fall, After One Year												
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Female	Male	Total
Cohort	193	401	6	358	926	7	2486	233	127	2787	1950	4737
Category % of Total	4.1%	8.5%	0.1%	7.6%	19.5%	0.1%	52.5%	4.9%	2.7%	58.8%	41.2%	100.0%
After 1 year	175	362	6	341	824	5	2171	201	114	2481	1718	4199
Retention Rate	90.7%	90.3%	100.0%	95.3%	89.0%	71.4%	87.3%	86.3%	89.8%	89.0%	88.1%	88.6%

Source: USF System Office of Decision Support

The overall retention rate for the USF System after one year was 88.6%. USF Tampa had a retention rate of 90.3%, which is on target with the retention goal. USFSP was 77.5% and USFSM had an overall retention rate of 81.3%.

The overall retention for the USF System for females was 89% and 88.1% for males, consistent with the previous year. Majority of underrepresented students were retained at a higher rate than the average with Blacks at 90.3%, Asians at 95.3%, 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 Tampa												
Table 3b. Retention of Full-Time FTICs Entering Fall 2016, or Summer 2016 and Continuing into Fall, After One Year												
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Female	Male	Total
Cohort	190	347	2	337	782	6	2054	195	110	2310	1713	4023
Category % of Total	4.7%	8.6%	0.0%	8.4%	19.4%	0.1%	51.1%	4.8%	2.7%	57.4%	42.6%	100.0%
After 1 year at Same Institution	172	321	2	322	709	4	1827	171	101	2095	1534	3629
Retention Rate	90.5%	92.5%	100.0%	95.5%	90.7%	66.7%	88.9%	87.7%	91.8%	90.7%	89.6%	90.2%
After 1 year at USF System	172	321	2	322	710	4	1831	171	101	2099	1535	3634
Retention Rate	90.5%	92.5%	100.0%	95.5%	90.8%	66.7%	89.1%	87.7%	91.8%	90.9%	89.6%	90.3%
Source: USF System Office of Decision Support												

For the 2017 FTIC cohort, underrepresented minority students were retained at higher rates than White students, with Asians recording the highest retention rate (95.5%) followed by Blacks (92.5%) and Hispanics (90.7%). Female retention (90.9%) continues to lead male retention (89.6%) by 1.1%, although a 0.7% increase in male retention closed the gender gap to 1.1% (compared to a 1.7% gap last year). To boost the retention of all students and close the male retention gap, USF Tampa implemented a number of initiatives in 2017-2018. The work of the Persistence Committee, utilizing predictive analytics and a case management approach, continues to produce significant results. The Office of Academic Advocacy, launched to provide more intentional support for struggling students, continues to promote timely progression to graduation by providing students with the right support at the right time.

USF St. Petersburg												
Table 3c. Retention of Full-Time FTICs Entering Fall 2016, or Summer 2016 and Continuing into Fall, After One Year												
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Female	Male	Total
Cohort	2	52	3	18	133	1	360	35	14	408	210	618
Category % of Total	0.3%	8.4%	0.5%	2.9%	21.5%	0.2%	58.3%	5.7%	2.3%	66.0%	34.0%	100.0%
After 1 year at Same Institution	3	41	3	16	105	1	272	27	11	317	162	479
Retention Rate	150.0%	78.8%	100.0%	88.9%	78.9%	100.0%	75.6%	77.1%	78.6%	77.7%	77.1%	77.5%
After 1 year at USF System	3	41	3	16	105	1	278	27	11	322	163	485
Retention Rate	150.0%	78.8%	100.0%	88.9%	78.9%	100.0%	77.2%	77.1%	78.6%	78.9%	77.6%	78.5%

Source: USF System Office of Decision Support

The USFSP full-time FTIC retention rate after one year rose 6.7 percentage points from 70.8% in our previous year to 77.5%. As shown in Table 3c, all student populations, except for those identifying Two or More Races, were retained at USFSP at a higher rate than the previous year. The students who identified as Two or More Races were retained at the same rate as last year, 77.1%.

The highest retention rates (100%) were obtained for American Indian/Alaska Native and Native Hawaiian or Other Pacific Islander students. The USFSP Asian student retention rate increased from 70.6% to 88.9% in one year. The USFSP Hispanic student retention rate increased from 63.5% to 78.9% in one year. Our retention of Black or African American students **stayed virtually the same with last year's number at 78.7% and this year's number at 78.8%**; however, the number of students in the Black or African American cohort increased by 11%. The retention rate for students with Unknown race increased by 8.6 percentage points from 70% to 78.6%. The retention rate of White students increased 3.3 percentage points from 72.3% to 75.6%. There was no variation in the numbers reported retained at USFSP versus retained at the USF System except for White (system level retention was higher at 77.2%) and Female (system level retention was higher at 78.9%).

The retention rates of both Male and Female students were virtually equivalent at 77.7% for Females and 77.1% for Males. These retention rates reflect an increase of 8.2% for Males in one year and an increase of 5.9% for Females in one year.

USF Sarasota-Manatee												
Table 3d. Retention of Full-Time FTICs Entering Fall 2016, or Summer 2016 and Continuing into Fall, After One Year												
	NRA	B	AI/AN	A	H	NH/OP I	W	≥ Two	Unk	Female	Male	Total
Cohort	1	2	1	3	11	0	72	3	3	69	27	96
Category % of Total	1.0%	2.1%	1.0%	3.1%	11.5%	N/A	75.0%	3.1%	3.1%	71.9%	28.1%	100.0%
After 1 year at Same Institution	0	0	1	3	9	0	60	3	2	58	20	78
Retention Rate	0.0%	0.0%	N/A	100.0%	81.8%	N/A	83.3%	100.0%	66.7%	84.1%	74.1%	81.3%
After 1 year at USF System	0	0	1	3	9	0	62	3	2	60	20	80
Retention Rate	0.0%	0.0%	N/A	100.0%	81.8%	N/A	86.1%	100.0%	66.7%	87.0%	74.1%	83.3%
Source: USF System Office of Decision Support												

Females have a stronger retention rate than males at USF Sarasota-Manatee after one year. Females are retained within the campus at an 84.1% rate as compared to 74.1% for males. Females, if they leave USF Sarasota-Manatee, are more likely to stay within the USF System than males with 87% of females in the cohort staying within the USF System and 74.1% of the males.

Non-white students made up 25% of the cohort but only 23% of students retained by USF Sarasota-Manatee and within the USF System. Both black students left the cohort within one year of entering. 81.8% of the Hispanic students stayed one year as compared to 83.3% of the white students and 100% of the Asian students. In 2015 both black students were still enrolled after one year. The 2015 white student retention rate was 86%, showing a decline in 2016. The Hispanic student rate also declined slightly from 2016 to 2015 when it was 81%.

More students from non-white backgrounds will need to enter as FTIC students before any significant trends can be established.

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 2011, or Summer 2011 and Continuing into Fall After Six Years												
	NRA	B	AI/AN	A	H	NH/OPI	W	TWO>	Unk	Female	Male	Total
Cohort	69	398	12	266	794	9	2288	161	30	2309	1718	4027
Category % of Total	1.7%	9.9%	0.3%	6.6%	19.7%	0.2%	56.8%	4.0%	0.7%	57.3%	42.7%	100.0%
After 6 years Number of Graduates	56	289	4	225	544	9	1517	105	20	1666	1103	2769
Percent Graduated	81.2%	72.6%	33.3%	84.6%	68.5%	100.0%	66.3%	65.2%	66.7%	72.2%	64.2%	68.8%
Category % Graduated	2.0%	10.4%	0.1%	8.1%	19.6%	0.3%	54.8%	3.8%	0.7%	60.2%	39.8%	100.0%
Number Retained	59	305	2	243	567	11	1615	112	21	1750	1185	2935
Percent Retained	85.5%	76.6%	16.7%	91.4%	71.4%	122.2%	70.6%	69.6%	70.0%	75.8%	69.0%	72.9%
Category % Retained	2.0%	10.4%	0.1%	8.3%	19.3%	0.4%	55.0%	3.8%	0.7%	59.6%	40.4%	100.0%
Source: USF System Office of Decision Support												

The overall graduation rate for the USF System after six years was 68.8%, which is a slight increase from the previous year. While both female and male students' graduation percentages increased 72.2% and 64.2% respectively, there remains a gap as documented in national literature.

Students identifying as Non Resident Alien (International) (81.2%), Black (72.6%), Asian (84.6%), and Native Hawaiian/Other Pacific Islander (100%) were above the average for the USF System. Asian/Pacific Islander (33.3%), Hispanic (68.5%), White (66.3%), Two or more races (65.2%), and Unknown (66.7%) were slightly below the average.

The analyses of USF Tampa and USFSP are discussed in the following narratives for each institution

USF Tampa												
Table 4b. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2011, or Summer 2011 and Continuing into Fall After Six Years												
	NRA	B	AI/AN	A	H	NH/OPI	W	TWO>	Unk	Female	Male	Total
Cohort	69	353	10	241	673	9	1931	136	29	1964	1487	3451
Category % of Total	2.0%	10.2%	0.3%	7.0%	19.5%	0.3%	56.0%	3.9%	0.8%	56.9%	43.1%	100.0%
After 6 Year Number of Graduates at Same Institution	56	260	2	209	481	9	1305	92	18	1450	982	2432
Percent Graduated at Same Institution	81.2%	73.7%	20.0%	86.7%	71.5%	100.0%	67.6%	67.6%	62.1%	73.8%	66.0%	70.5%
Category % Graduated at Same Institution	2.3%	10.7%	0.1%	8.6%	19.8%	0.4%	53.7%	3.8%	0.7%	59.6%	40.4%	100.0%
Number of Graduates at USF System	56	261	2	210	485	9	1317	92	19	1463	988	2451
Percent Graduated at USF System	81.2%	73.9%	20.0%	87.1%	72.1%	100.0%	68.2%	67.6%	65.5%	74.5%	66.4%	71.0%
Category % Graduated at USF System	2.3%	10.6%	0.1%	8.6%	19.8%	0.4%	53.7%	3.8%	0.8%	59.7%	40.3%	100.0%
Number Retained at Same Institution	59	282	2	231	526	11	1447	102	20	1594	1086	2680
Percent Retained at Same Institution	85.5%	79.9%	20.0%	95.9%	78.2%	122.2%	74.9%	75.0%	69.0%	81.2%	73.0%	77.7%
Category % Retained at Same Institution	2.2%	10.5%	0.1%	8.6%	19.6%	0.4%	54.0%	3.8%	0.7%	59.5%	40.5%	100.0%
Number Retained at USF System	59	285	2	232	529	11	1452	102	20	1601	1091	2692
Percent Retained at USF System	85.5%	80.7%	20.0%	96.3%	78.6%	122.2%	75.2%	75.0%	69.0%	81.5%	73.4%	78.0%
Category % Retained at USF System	2.2%	10.6%	0.1%	8.6%	19.7%	0.4%	53.9%	3.8%	0.7%	59.5%	40.5%	100.0%

Source: USF System Office of Decision Support

The six-year graduation rate increased from 67.5% in 2016 (2010 cohort) to 70.5% (2011 cohort). Under-represented minorities continue to graduate at rates higher than white students, with Blacks graduating at a 73.7% rate followed by Hispanics at 71.5%. Few research universities in the country have eliminated the achievement gap between minority and white students.

Female graduation (73.8%) continued to substantially lead male graduation (66.0%), with male graduation lagging female graduation by 7.8% for the 2011 full-time FTIC cohort. This gap represents a significant narrowing of the gender gap, which was 9.6% the previous year. 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.

Goals for improvement include an increase across all races/ethnicities, with an overall goal of 70+% six year graduation rate for 2018-2019.

USF St. Petersburg												
Table 4c. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2011, or Summer 2011 and Continuing into Fall After Six Years												
	NRA	B	AI/AN	A	H	NH/OPI	W	TWO>	Unk	Female	Male	Total
Cohort	0	45	2	25	121	0	357	25	1	345	231	576
Category % of Total	N/A	7.8%	0.3%	4.3%	21.0%	N/A	62.0%	4.3%	0.2%	59.9%	40.1%	100.0%
After 6 years Number of Graduates at Same Institution	0	17	0	10	31	0	140	6	1	124	81	205
Percent Graduated at Same Institution	N/A	37.8%	0.0%	40.0%	25.6%	N/A	39.2%	24.0%	100.0%	35.9%	35.1%	35.6%
Category % Graduated at Same Institution	0.0%	8.3%	0.0%	4.9%	15.1%	0.0%	68.3%	2.9%	0.5%	60.5%	39.5%	100.0%
Number of Graduates at USF System	0	28	2	15	59	0	200	13	1	203	115	318
Percent Graduated at USF System	N/A	62.2%	100.0%	60.0%	48.8%	N/A	56.0%	52.0%	100.0%	58.8%	49.8%	55.2%
Category % Graduated at USF System	0.0%	8.8%	0.6%	4.7%	18.6%	0.0%	62.9%	4.1%	0.3%	63.8%	36.2%	100.0%
Number Retained at Same Institution	0	19	0	10	34	0	148	7	1	131	88	219
Percent Retained at Same Institution	N/A	42.2%	0.0%	40.0%	28.1%	N/A	41.5%	28.0%	100.0%	38.0%	38.1%	38.0%
Category % Retained at Same Institution	0.0%	8.7%	0.0%	4.6%	15.5%	0.0%	67.6%	3.2%	0.5%	59.8%	40.2%	100.0%
Number Retained at USF System	0	20	0	11	38	0	163	10	1	149	94	243
Percent Retained at USF System	N/A	44.4%	0.0%	44.0%	31.4%	N/A	45.7%	40.0%	100.0%	43.2%	40.7%	42.2%
Category % Retained at USF System	0.0%	8.2%	0.0%	4.5%	15.6%	0.0%	67.1%	4.1%	0.4%	61.3%	38.7%	100.0%

Source: USF System Office of Decision Support

The USFSP graduation rate continues to be an area of concern and one which we continue to address. This rate increased 4 percentage points within the USF System (an increase from 51.2% in the previous year to 55.2%). In light of the impending reunification of the USF System, we will continue to focus our efforts to increase this number

each year. While this result is positive, we are concerned that the percentage of students completing their degree within 6 years at USFSP declined by 0.8% (from 36.4% to 35.6%). This rate continues to be impacted by the number of students admitted to USFSP who intend to complete their degree elsewhere in the USF System. The primary reason for this change of institution within the system is the **fact that USFSP does not offer the student's desired major**.

Notable among our positive results is the 23.3 percentage point increase in the number of Black or African American students who started at USFSP and graduated within the USF System. Last year's percentage was 38.9% and this year's percentage is 62.2%. Additionally, we increased the number of Black or African American students in this cohort by 9 students during this time. We also accomplished increases in Asian (+6.2 percentage points with 53.8% last year and 60% this year) and Hispanic (+2.2 percentage points with 46.6% last year and 48.8% this year) USFSP students who graduated within the USF System. Additionally, there was a 2.8 percentage point increase in the number of USFSP White students who graduated within the USF System (53.2% to 56%).

Looking at the USFSP student graduation rates at USFSP, Black or African American students were retained at a 10 percentage point increase (27.8% to 37.8%) and Asian students were retained at a 9.2 percentage point increase (30.8% to 40%). While the percentage of students with Unknown race appears to have increased from 33.3% to 100%, the number of students in this category dropped down to one. There was a decline in the percentage of USFSP students who graduated at USFSP (same institution) in a six categories. It should be noted that the percentages of USFSP graduates within the USF System for each of these categories increased or remained at 100% for five of the six categories.

The six categories reflecting a decline in USFSP students who graduated at USFSP include: American Indian/Alaska Native (-100 percentage point with 1 student at 100% in the previous year and 2 students at 0% this year), Hispanic (-0.4 percentage points with 26% last year and 25.6% this year), students Reporting Two or More Races (-20.4 percentage points with 44.4% last year and 24% this year), White (-0.3 with 39.5% last year and 39.2% this year), Females (-1 percentage point with 36.9% last year and 35.9% this year), and Males (-0.6% with 35.7% last year and 35.1% this year).

USFSP will continue efforts to increase our graduation rates both at USFSP and within the USF System. As **mentioned in last year's report, the addition of majors is a critical variable to retain our students** at USFSP. We will continue to provide for a smooth transition and expeditious graduation for our students who ultimately pursue their degree within our USF System.

Table 5. Bachelor's Degrees Awarded, Previous AY

USF System										
Table 5a. Bachelor's Degrees Awarded, AY 2016- 2017, AY 2015-16, and AY2011-12										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	213	319	8	241	745	11	2206	110	52	3905
Female	186	634	13	321	1125	12	3010	199	98	5598
Total	399	953	21	562	1870	23	5216	309	150	9503
Category % of Total	4.2%	10.0%	0.2%	5.9%	19.7%	0.2%	54.9%	3.3%	1.6%	100.0%
AY 2015-2016										
Male	129	307	3	221	657	17	2148	127	50	3659
Female	143	672	8	315	1120	12	3036	170	86	5562
Total	272	979	11	536	1777	29	5184	297	136	9221
Category % of Total	2.9%	10.6%	0.1%	5.8%	19.3%	0.3%	56.2%	3.2%	1.5%	100.0%
AY 2011-2012										
Male	70	278	10	213	533	0	2327	16	70	3517
Female	53	638	21	246	858	6	3326	41	123	5312
Total	123	916	31	459	1391	6	5653	57	193	8829
Category % of Total	1.4%	10.4%	0.4%	5.2%	15.8%	0.1%	64.0%	0.6%	2.2%	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 9503 degrees in the 2014-2015 academic year, which is an increase from the previous year. Of the degrees awarded 59% were earned by females and 41% by males which is consistent with the previous academic year.

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

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

USF Tampa										
Table 5b. Bachelor's Degrees Awarded, AY 2016- 2017, AY 2015-16, and AY2011-12										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	208	290	6	222	671	10	1822	99	45	3373
Female	179	590	12	285	1006	8	2392	174	81	4727
Total	387	880	18	507	1677	18	4214	273	126	8100
Category % of Total	4.8%	10.9%	0.2%	6.3%	20.7%	0.2%	52.0%	3.4%	1.6%	100.0%
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 2011-2012										
Male	61	261	7	201	488	0	1962	15	61	3056
Female	46	595	18	221	781	4	2745	37	107	4554
Total	107	856	25	422	1269	4	4707	52	168	7610
Category % of Total	1.4%	11.2%	0.3%	5.5%	16.7%	0.1%	61.9%	0.7%	2.2%	100.0%
Sources for All Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.										

The total number of bachelor's degrees awarded increased from 7,875 (2015-2016) to 8,100 (2016-2017), the number of degrees awarded has slightly increased over a five year period. The campus-wide student Success movement, focused on boosting persistence and completion rates, has increased the number of degrees awarded to minority students, with continuous increases expected in the coming years.

Degrees awarded in terms of race/ethnicity as compared to prior year increased from 3,246 in 2016 to 3,373 in 2017.

USF St. Petersburg										
Table 5c. Bachelor's Degrees Awarded, AY 2016- 2017, AY 2015-16, and AY2011-12										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	3	19	2	14	55	1	244	8	4	350
Female	3	33	0	27	85	4	415	17	9	593
Total	6	52	2	41	140	5	659	25	13	943
Category % of Total	0.6%	5.5%	0.2%	4.3%	14.8%	0.5%	69.9%	2.7%	1.4%	100.0%
AY 2015-2016										
Male	1	19	0	16	49	2	232	11	6	336
Female	3	41	1	23	79	2	371	14	12	546
Total	4	60	1	39	128	4	603	25	18	882
Category % of Total	0.5%	6.8%	0.1%	4.4%	14.5%	0.5%	68.4%	2.8%	2.0%	100.0%
AY 2011-2012										
Male	6	7	1	7	27	0	224	0	5	277
Female	2	29	2	18	37	0	328	2	11	429
Total	8	36	3	25	64	0	552	2	16	706
Category % of Total	1.1%	5.1%	0.4%	3.5%	9.1%	N/A	78.2%	0.3%	2.3%	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 943 **bachelor's degrees in the 2016-2017** academic year, which is an increase of 61 more degrees from the previous year. Comparing this to 5 years prior, 2011-2012, USFSP has awarded 237 more degrees in a 5 year time span. Of the degrees awarded this past academic year, more are awarded to females (63%) as opposed to males (37%,) which follows a trend we have seen in the past five years.

Compared to the previous year, degrees awarded to students who identified as Hispanic, American Indian/Alaskan Native, or as Non-Resident Aliens increased slightly for a total of a .5% increase. Degrees awarded for those identified as black decreased by 1.3%. Degrees awarded by those identified as white increased by 1.5%. Degrees to others who identified with other race/nationalities remained fairly the same. Compared to five years ago, degrees awarded to those who identified as Hispanic increased the most, by 5.7% followed by those who identified with two or more ethnicities/nationalities 2.4%.

USF Sarasota-Manatee										
Table 5d. Bachelor's Degrees Awarded, AY 2016- 2017, AY 2015-16, and AY2011-12										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	2	10	0	5	19	0	140	3	3	182
Female	4	11	1	9	34	0	203	8	8	278
Total	6	21	1	14	53	0	343	11	11	460
Category % of Total	1.3%	4.6%	0.2%	3.0%	11.5%	N/A	74.6%	2.4%	2.4%	100.0%
AY 2015-2016										
Male	3	14	0	3	21	0	136	3	3	183
Female	3	22	0	5	37	0	205	3	6	281
Total	6	36	0	8	58	0	341	6	9	464
Category % of Total	1.3%	7.8%	N/A	1.7%	12.5%	N/A	73.5%	1.3%	1.9%	100.0%
AY 2011-2012										
Male	3	10	2	5	18	0	141	1	4	184
Female	5	14	1	7	40	2	253	2	5	329
Total	8	24	3	12	58	2	394	3	9	513
Category % of Total	1.6%	4.7%	0.6%	2.3%	11.3%	0.4%	76.8%	0.6%	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 decline in bachelor's degrees between 2011-12 and 2016-17 has been a result of a lower number of females. The number of males has remained similar over this time. No significant differences were noted in the number of master's degrees awarded across racial/ethnic groups. The number of degrees overall has declined since 2011-12, primarily among females.

Table 6. Master's Degrees Awarded, Previous AY

USF System										
Table 6a. Master's Degrees Awarded, AY 2016- 2017, AY 2015-16, and AY2011-12										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	539	75	3	60	142	5	673	28	36	1561
Female	286	185	2	100	247	1	1018	38	49	1926
Total	825	260	5	160	389	6	1691	66	85	3487
Category % of Total	23.7%	7.5%	0.1%	4.6%	11.2%	0.2%	48.5%	1.9%	2.4%	100.0%
AY 2015-2016										
Male	382	71	3	62	133	2	641	15	39	1348
Female	235	194	3	104	214	1	1012	38	55	1856
Total	617	265	6	166	347	3	1653	53	94	3204
Category % of Total	19.3%	8.3%	0.2%	5.2%	10.8%	0.1%	51.6%	1.7%	2.9%	100.0%
AY 2011-2012										
Male	107	63	3	54	102	0	619	6	11	965
Female	99	147	9	94	170	1	1204	21	20	1765
Total	206	210	12	148	272	1	1823	27	31	2730
Category % of Total	7.5%	7.7%	0.4%	5.4%	10.0%	0.0%	66.8%	1.0%	1.1%	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 **3,487** master's degrees during the 2016-2017 academic year. Of the degrees awarded 55.2% were awarded to females. As it relates to race, there was an increase in degrees awarded to students in the Non Resident Alien (International), Hispanic, and Two or more races categories and a decrease in students in the Black, American Indian/Alaskan Native, Asian, Native Hawaiian/Other Pacific Islander, White, and race Unknown categories.

USF Tampa										
Table 6b. Master's Degrees Awarded, AY 2016- 2017, AY 2015-16, and AY2011-12										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	532	71	3	53	136	4	603	26	32	1460
Female	279	170	1	93	226	1	884	34	45	1733
Total	811	241	4	146	362	5	1487	60	77	3193
Category % of Total	25.4%	7.5%	0.1%	4.6%	11.3%	0.2%	46.6%	1.9%	2.4%	100.0%
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 2011-2012										
Male	105	61	3	50	99	0	560	6	10	894
Female	98	144	9	91	162	1	1076	20	17	1618
Total	203	205	12	141	261	1	1636	26	27	2512
Category % of Total	8.1%	8.2%	0.5%	5.6%	10.4%	0.0%	65.1%	1.0%	1.1%	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 Tampa awarded 3,193 **Master’s degrees in 2016-17**. Of degrees awarded, the majority (54.3%) went to females. This continues a pattern found in 2015-16 (57.6%) and 2011-12 (66.4%) in which women were also awarded a greater proportion of degrees than men, though in lesser proportion than those previous years.

In 2016-17, **46.6% of Master’s degree recipients were White**. This represents substantial proportional decreases from 2015-16 (49.4%) and especially 2011-2012 (65.1%), indicating that Whites are a decreasing proportion of recipients. In terms of degrees awarded, USF is now a minority-serving institution. Among the various racial/ethnic categories, Non-Resident Aliens stand out as a group whose proportion of recipients has increased across both time periods, especially when compared to 2011-12. **The percent of Master’s degrees being awarded to Asians, Hispanics, and other non-White groups has remained proportionately stable** (less than 2 percentage points difference) across the time spans. However, the percent of degrees awarded to Blacks has decreased by, albeit by less than 1 percentage point.

USF St. Petersburg										
Table 6c. Master's Degrees Awarded, AY 2016- 2017, AY 2015-16, and AY2011-12										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	5	4	0	2	4	1	50	1	3	70
Female	2	14	0	6	16	0	103	3	3	147
Total	7	18	0	8	20	1	153	4	6	217
Category % of Total	3.2%	8.3%	N/A	3.7%	9.2%	0.5%	70.5%	1.8%	2.8%	100.0%
AY 2015-2016										
Male	3	3	0	4	9	0	67	1	1	88
Female	1	11	1	4	9	0	94	2	1	123
Total	4	14	1	8	18	0	161	3	2	211
Category % of Total	1.9%	6.6%	0.5%	3.8%	8.5%	N/A	76.3%	1.4%	0.9%	100.0%
AY 2011-2012										
Male	2	2	0	3	2	0	44	0	1	54
Female	0	1	0	2	4	0	83	1	1	92
Total	2	3	0	5	6	0	127	1	2	146
Category % of Total	1.4%	2.1%	N/A	3.4%	4.1%	N/A	87.0%	0.7%	1.4%	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 degrees to 217 master's students in AY 2016-17. Historically the gender split for graduate students at USFSP has been roughly a 60/40 representation in favor of females; however, for AY 16-17, the number of females increased an additional 10% over the previous year (proportional to the whole) – 68% of master's students awarded degrees were female, 32% were male.

In a year over year comparison, AY 16-17 graduated more master's students in underrepresented categories than in AY 15-16. Increases are noted in all categories other than Asian, which decreased by just .1%. Total degrees awarded were up slightly (+6 students) and the number of master's degrees awarded to White students decreased by 6.5%. Significant changes during the five-year period from AY 2011-12 to 2016-17 include a 5.1% increase in the number of master's degrees awarded to Hispanic students, and a 6.2% increase in master's degrees awarded to Black students. The increases are expected as they are consistent with increases in acceptance and yield rates for these categories in AY 14-15 and a university-wide time to degree mean of 2.02 years for AY 16-17.

USF Sarasota-Manatee										
Table 6d. Master's Degrees Awarded, AY 2016- 2017, AY 2015-16, and AY2011-12										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	2	0	0	5	2	0	20	1	1	31
Female	5	1	1	1	5	0	31	1	1	46
Total	7	1	1	6	7	0	51	2	2	77
Category % of Total	9.1%	1.3%	1.3%	7.8%	9.1%	N/A	66.2%	2.6%	2.6%	100.0%
AY 2015-2016										
Male	2	1	0	0	1	0	9	0	0	13
Female	3	2	0	1	3	0	30	0	1	40
Total	5	3	0	1	4	0	39	0	1	53
Category % of Total	9.4%	5.7%	N/A	1.9%	7.5%	N/A	73.6%	N/A	1.9%	100.0%
AY 2011-2012										
Male	0	0	0	1	1	0	15	0	0	17
Female	1	2	0	1	4	0	45	0	2	55
Total	1	2	0	2	5	0	60	0	2	72
Category % of Total	1.4%	2.8%	N/A	2.8%	6.9%	N/A	83.3%	N/A	2.8%	100.0%
Source for all Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines.										

The number of both females and males receiving master's degrees increased in 2016-17 compared to 2015-16. However, the number of males is significantly different in 2016-17 compared to 2011-12.

Master's degrees awarded to Hispanic students has improved from 6.9% in 2011-12 to 7.5% in 2015-16 to 9.1% in 2016-17. However, the percentage of master's degree awarded to Blacks has declined. The percentage of White students receiving master's degrees has also declined significantly.

Master's degrees awarded to females increased significantly from 17 in 2011-12 and 13 in 2015-16 to 31 in 2016-17.

Table 7. Doctoral Degrees Awarded, Previous AY

USF System										
Table 7. Doctoral Degrees Awarded, AY 2016- 2017, AY 2015-16, and AY2011-12										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	59	9	0	9	10	0	59	0	4	150
Female	31	9	0	15	14	0	101	2	10	182
Total	90	18	0	24	24	0	160	2	14	332
Category % of Total	27.1%	5.4%	N/A	7.2%	7.2%	N/A	48.2%	0.6%	4.2%	100.0%
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 2011-2012										
Male	41	12	0	2	5	0	60	0	1	121
Female	17	14	1	7	14	0	96	0	0	149
Total	58	26	1	9	19	0	156	0	1	270
Category % of Total	21.5%	9.6%	0.4%	3.3%	7.0%	N/A	57.8%	N/A	0.4%	100.0%
Source for all years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines.										

The statistics in Table 7 reveal that 332 doctoral degrees were awarded in 2016-17. Of these, the majority, 54.8% (statistic not shown in table), were awarded to females, a percent just above the national percentage of women awardees. Similarly, the majority of those receiving doctoral degrees at USF in 2011-12 and 2015-16 were female.

Also shown in Table 7 is a decrease in the percentage of Whites receiving doctoral degrees (48.2%), dropping from 57.8% in 2011-12 and 52.5% in 2015-16. 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 19.8%. This figure is higher than 2015-16 (17.9%), but a bit lower than 2011-12 (20.3%).

Table 8. First Professional Degrees Awarded, Previous AY

USF System										
Table 8a. First Professional Degrees Awarded, AY 2016-2017, AY 2015-16, and AY 2011-12										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	1	7	1	29	20	0	82	3	22	165
Female	0	21	0	48	24	0	104	2	25	224
Total	1	28	1	77	44	0	186	5	47	389
Category % of Total	0.3%	7.2%	0.3%	19.8%	11.3%	N/A	47.8%	1.3%	12.1%	100.0%
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 2011-2012										
Male	0	6	0	10	5	0	36	0	0	57
Female	0	8	2	12	6	0	61	0	0	89
Total	0	14	2	22	11	0	97	0	0	146
Category % of Total	N/A	9.6%	1.4%	15.1%	7.5%	N/A	66.4%	N/A	N/A	100.0%
Source for all years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Doctoral degrees professional practice. Chart for 99.0000, all disciplines.										

With respect to the first professional degrees award in AY 15-16, the biggest take away is the increase in the total number of graduates from AY11-12 to AY15-16 – an increase of 233 graduates. The proportion of male to females has remained consistent.

In terms of race/ethnicity distribution, the most notable change from AY 2011-12 to AY 2016-17 is the continued increase in the Unknown category – from 0% to 12.1%.

Hispanic proportions have increased from 7.5% in AY 11-12 to 11.3% in AY 16/17; while Asians have increased from 15.1% to 19.8%; leaving AI/AN and B categories declining by 1.1% and 2.4% respectively.

USF System										
Table 8b. First Professional Degrees Awarded, AY 2016-2017, AY 2015-16, and AY 2011-12										
M.D.										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	0	1	1	10	14	0	52	2	10	90
Female	0	5	0	21	10	0	27	1	8	72
Total	0	6	1	31	24	0	79	3	18	162
Category % of Total	N/A	3.7%	0.6%	19.1%	14.8%	N/A	48.8%	1.9%	11.1%	100.0%
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 2011-2012										
Male	0	5	0	9	4	0	31	0	0	49
Female	0	6	2	12	4	0	39	0	0	63
Total	0	11	2	21	8	0	70	0	0	112
Category % of Total	N/A	9.8%	1.8%	18.8%	7.1%	N/A	62.5%	N/A	N/A	100.0%
Source for all years: IPEDS Completions CIP Code 51.1201--Doctor's degree-professional practice.										

In AY 16-17 we see a small (2%) increase of MD degrees being awarded to males compared to AY15-16. From AY 11-12 to AY 16-17, however, the proportion of male graduates has increased 12%.

Similar to all first professional degrees awarded across USF Health, there are substantially more graduates who identified with two or more races or as unknown – from 0% to 1.9% and 0% to 11.1% respectively.

The category of Blacks shows the largest decrease proportionately of the 16-17 graduates with 6.1% fewer than AY 11-12 and Hispanics virtually doubling from 7.16% to 14.8% in the same time period. AI/AN and A categories remained largely the same as the previous years.

USF System										
Table 8c. First Professional Degrees Awarded, AY 2016-2017, AY 2015-16, and AY 2011-12										
Doctor's Degree Nursing Practice										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	1	0	0	0	0	0	1	0	0	2
Female	0	10	0	2	1	0	20	0	1	34
Total	1	10	0	2	1	0	21	0	1	36
Category % of Total	2.8%	27.8%	N/A	5.6%	2.8%	N/A	58.3%	N/A	2.8%	100.0%
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 2011-2012										
Male	0	0	0	1	0	0	2	0	0	3
Female	0	0	0	0	0	0	3	0	0	3
Total	0	0	0	1	0	0	5	0	0	6
Category % of Total	N/A	N/A	N/A	16.7%	N/A	N/A	83.3%	N/A	N/A	100.0%
Source for all years: IPEDS Completions CIP Code 51.3818--Doctor's degree professional practice.										

In AY 16-17 the percentages of males (2) has remained steady but clearly well below the 88% for females.

In AY 16-17 the proportion of white graduates has dropped to 64.7% from 83.3% in AY 11-12. The biggest increases proportionately were in the categories of B, going from 0% in AY 11-12 to 27.8% in AY16-17.

As this continues to be a program ramping up its numbers, it is important to note that with the small number of all graduates, slight changes in the numbers in any category can produce large changes in percentages.

USF System										
Table 8d. First Professional Degrees Awarded, AY 2016-2017, AY 2015-16, and AY 2011-12										
Doctor's Degree Physical Therapy										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	0	2	0	9	1	0	8	0	1	21
Female	0	2	0	20	2	0	29	0	6	59
Total	0	4	0	29	3	0	37	0	7	80
Category % of Total	N/A	5.0%	N/A	36.3%	3.8%	N/A	46.3%	N/A	8.8%	100.0%
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 2011-2012										
Male	0	1	0	0	1	0	3	0	0	5
Female	0	2	0	0	2	0	19	0	0	23
Total	0	3	0	0	3	0	22	0	0	28
Category % of Total	N/A	10.7%	N/A	N/A	10.7%	N/A	78.6%	N/A	N/A	100.0%

Source for all years: IPEDS Completions CIP Code 51.2308 Doctor's degree professional practice.

The biggest change from AY 15-16 to AY 16-17 is the total number of graduates for the DPT program. This reduction in number reflects the sun setting of the transitional DPT program which brought existing masters-level-trained graduates to the doctoral level as required by accreditation.

This change in only offering the “traditional” DPT degree impacted the proportion of A students, which are substantially higher in AY 16/17 from AY 15/16 and even more so from AY 11-12. The categories of B and H makes up the groups with the offsetting decreases in proportions of the graduates in AY 16/17.

The trend seen for the past several years of females comprising a large majority of the DPT graduates, continues for AY 16-17.

USF System										
Table 8e. First Professional Degrees Awarded, AY 2016-2017, AY 2015-16, and AY 2011-12										
Doctor's Pharmacy										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	0	4	0	10	5	0	21	1	11	52
Female	0	4	0	5	11	0	28	1	10	59
Total	0	8	0	15	16	0	49	2	21	111
Category % of Total	N/A	7.2%	N/A	13.5%	14.4%	N/A	44.1%	1.8%	18.9%	100.0%
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 2011-2012										
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.

AY 16-17 marks only the second year for which we have graduation data for the Pharm D program.

With respect to gender, there is a slight increase in female graduates over AY 15-16. Like most all professional programs, there is a fairly dramatic increase in the proportion of students identifying in the UNK category. Virtually all of the decrease in the W category can be accounted for by this increase in UNK. Proportional changes in all other categories are small.

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 institution (USF Tampa, St. Petersburg, and Sarasota-Manatee) of the following areas: Academic Advising, Admission to Academic Program, Health Services, Club and Intramural Athletics, Student Financial Assistance, Housing, Student Employment, Educational and Work Environment, and Personnel.

Academic Advising

USF Tampa

The academic advising community at USF Tampa continues to exhibit the highest levels of commitment and responsibility for creating an equitable learning environment for all students. In recognition of that ongoing **commitment, a team of advising professionals attended the National Academic Advising Association's Assessment Institute to reaffirm the support of the university's strategic plan, and further define the community's mission, vision and values.** The recommended mission statement affirms that:

"The mission of academic advising at University of South Florida, Tampa (USF) is to guide students' development of a personalized curricular and co-curricular educational plan that empowers every student to achieve his or her personal, academic and professional goals in an inclusive and supportive environment. Integral to our mission is the ability to foster collaborative relationships within the USF community and the effective use of student-centered technologies to support the delivery of timely and actionable guidance towards student success goals."

The community also identified the following as guiding values for advising practice: Integrity, Scholarship, Empowerment, Empathy, Commitment and Collaboration. **More specifically, advisors value empathy through "an inclusive environment by conveying understanding and respect towards all students regardless of the diversity of backgrounds, needs, or perspectives."** Additionally, the Council on Academic Advising's subcommittee, the **Multi-Cultural Academic Advising Subcommittee, has adjusted the group's charge to include responsibilities for "incorporating a multicultural focus in campus-wide events" specific to new advisor onboarding and ongoing professional development.**

Academic Advocacy

The Office of Academic Advocacy (OAA) also provides specialized support services to students to specifically address barriers to persistence, progression and graduation. By coordinating care and services amongst multiple university staff, offices and units, OAA serves as an essential unit equalizing student knowledge of and access to key resources and services across campus. Other services include risk assessment, direct outreach to at-risk students, and involvement in institutional initiatives focused on student success outcomes.

Fuse Transfer Program

Fuse is transfer program established between the University of South Florida and eight Florida state colleges. This partnership provides a seamless academic pathway for students to complete their associate degree, which guarantees admission into specific majors at USF, while promoting timely graduation. Our unique partnership with eight Florida College System institutions allows USF to recruit first generation, limited income, and racial/ethnic diverse

students while promoting a seamless path to timely baccalaureate degree completion. The fuse program actively seeks students from underrepresented populations and offers additional financial assistance to Pell eligible students.

Of note, Hillsborough Community College (HCC) is our largest provider of transfer students. HCC is a Hispanic Serving Institution. The partnership between HCC and USF was created in part to ensure Hispanic populations have access to USF and achieve four-year degree completion.

State Program

The College Reach-Out Program (CROP) is a statewide pre-college program established in 1983 designed to increase the number of students who successfully enter and complete a postsecondary institution. The program's primary objective is to strengthen the educational motivation and preparation of low-income and educationally disadvantaged students in grades 6 through 12, representing various cultural backgrounds, who "otherwise would be unlikely to seek admission to a community college, state university or independent postsecondary institution without special support and recruitment efforts.

CROP provides academic services throughout the school year and summer. Services include weekend/night tutorials, **study skills and test preparation, educational and career counseling, leadership development, students' and parents' workshops, visits to Florida colleges and universities as well as out of state postsecondary institutions, living on university campus, interacting with college students and learning about college life.**

TRIO Programs

Student Support Services

The Student Support Services Program (SSS) is a high quality TRIO program that is designed to graduate first-generation and/or limited income students. The program also receives support from the university. SSS optimizes individual student success at the University of South Florida through a holistic and evidenced based approach to **students' academic, personal, social, cultural and career needs. Students are diverse and are admitted to the university based on program participation. SSS participants contribute to the university's elimination of the achievement gap between black, Latino and white students and USF's preeminence.**

Services offered includes a free Summer Program for low-income students, financial aid assistance, a Finish in Four Initiative, mandatory workshops, a minimum of three individual advising sessions each semester, laptop loan program, ongoing academic and personal assessments, social and cultural enrichment programs and activities that promote self-confidence. Our students take advantage of various resources USF offers such as USF Research Symposium, Global Citizens Projects, Internships, Intercultural Student Leadership Conference, Study Abroad, USF Homecoming and the SSS Living Learning Community.

Upward Bound

The Upward Bound Program at the University of South Florida serves eight Hillsborough County high schools and 170 students with the goal of college access and success. The majority of students enrolled are first generation and from limited income households. Upward Bound aims to eliminate any barriers to college access through the services offered in the program which include tutoring, counseling, a summer residential program, college tours, leadership development, financial literacy, and a curriculum based on personal and social development.

Upward Bound partners with Academic Departments on campus to expose students to potential majors and careers. In the 2018 annual report, Upward Bound graduated 100 % of its participants from high school 92% enrolled into College. Upward Bound and Student Support Services work collaboratively to identify students who qualify for

admission into USF by providing seminars to students and parents about the admissions and financial aid process. USF Upward Bound is funded by the Department of Education and has been at USF since 1966.

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USF St. Petersburg

USFSP Undergraduate Academic Advising values each individual student and is committed to being a high quality **resource for enhancing students' opportunities for timely completion of their bachelor's degree. Our emphasis is on the individual, assessing their needs and promoting their successes.**

In recognition of the critical developmental and transitional nature of freshman and sophomore student advising, USFSP has lowered our advising ratio for this most vulnerable population from a 313:1 to a 270:1 average. Lowering this ratio was critical to our goal of getting to know each individual so we can address their unique needs. In addition **to providing for increased monitoring of students' successes and challenges, this ratio has provided for enhanced collaboration with our Academic Success Coordinators in monitoring and responding to alerts from a large number of campus resources (financial aid, cashier's office, wellness center, conduct office) as well as faculty. Essentially, the Academic Success Coordinators and Advisors are made aware of all aspects of the students' risk indicators and can respond as early as possible with appropriate coordination of resources to allow the student to focus on academic success. Our goal is that all students are valued and supported throughout their time at USFSP.**

Advising's timeline of semester student outreach cycles from pre-registration advising to a review of student grades as soon as they have posted at the end of the term. This ensures that our advisors continually monitor students for **whom we have no "early alerts."** **Our goal is to connect with each** student multiple times throughout the semester to both assist with recommended resources and motivate by acknowledging successes. Our student satisfaction survey demonstrates advisor success in connecting with and assisting our students. 97.84% of the students surveyed provided a favorable response to our summary question which asks if they would recommend their advisor to other students.

The Advising Center now employs 13 full-time advisor and support staff, of which 4 are of underrepresented ethnic minorities (30%). Our goal is to have professional representation that represents the diversity of the students who attend USFSP. We want our students to see that we value diversity in every aspect of our work. One of our professional advisors serves on the Campus Diversity Committee and regularly brings information and suggestions to our Advising Community that provide for us to enhance our service to all students.

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 Student Services 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 2016-2017 academic year, the student-to-advisor ratio at USF Sarasota-Manatee was approximately 284:1 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 deans and schedulers, analyzing student course needs, to determine course offerings for upcoming semesters to increase performance related to the time to degree and graduation metrics. Advising has also established a collaborative relationship with the USF Sarasota-Manatee Title IX coordinator and integrates that person into advising appointments as needed. Veteran Services are a priority at USF Sarasota-Manatee and advisors incorporate self-identification of students receiving VA benefits into their New Student Advising Appointments to educate them about the veteran services available at USF Sarasota-Manatee.

Students are encouraged to register early through special registration events every fall and spring and receive email reminders. Academic Advising also continued with the Priority Advising Campaign to encourage students to meet with an advisor early allowing more appointment openings closer to registration time.

USF Sarasota-Manatee continues to take a proactive approach to working with students who are "at risk" or on academic probation. A dedicated Retention Advisor works 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, educates students on how to calculate and predict their grade-point average (GPA), and assists in selecting appropriate courses for future enrollment. 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. 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.

The Green2Gold program, which includes workshops focused on academic success strategies, was originally restricted to students on probation but has been expanded to all students. Additionally, 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, was implemented in 2017.

USF Sarasota-Manatee's Advising Office continuously monitors its advising services and strives to increase student satisfaction in Academic Advising in 2018-19.

Admission to Academic Program

USF Tampa

Freshman (First Time in College) application to the University of South Florida Tampa from historically underrepresented populations, including multiracial students, totaled 13,044 for Summer/Fall 2017, representing 40.8% of the total freshman application pool of 31,944. Total Summer/Fall 2017 freshman applications were up by 11.6% compared to 2016. For 2017 applications Hispanics represented 6,772 and Black applications represented 4,780 of the applicant pool combined representing 36.2% of the total applicant pool. Collectively, Hispanic and Black applications reflected a similar upward trend 19.2% and 6.1%, respectively. Applications from Asians totaled

1,777 (5.6% of total), while 1,031 students not reporting race or ethnicity (3.9% of total), 61 American Indians and 37 Native Hawaiian/Other Pacific Islanders (<1% of total) applied for freshman admission to USF.

Offers of freshman admission (i.e., admitted) to students from historically underrepresented populations totaled 4,623 in Summer/Fall 2017, representing 31.9% of the admitted freshmen cohort. Acceptances offered to Hispanic freshmen represented 2,847 or approximately 19.6% of all admissions offers. Black freshmen 1,128 (7.8%) were offered admission, as were 1,146 Asians (7.9%), 615 multiracial students (4.2%), 17 American Indians and 16 Native Hawaiians/Other Pacific Islanders (<1%). The freshman admit rate for underrepresented populations in Summer/Fall 2017 was 35.4%, compared to an overall admit rate of 45.4%, despite the presence of “One Florida” which states that state universities are prohibited from addressing incorporating race, ethnicity or gender at the point of admission.

The Office of Admissions continues to

- Expand the opportunities influencing application to admissions conversion rates and maintain or improve admit to enrollment yield rates;
- 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; and
- Increase and enhance the quality of opportunities for all students by building upon recruitment and outreach strategies by influencing marketing materials and hosting events specifically addressing the needs expressed by students and families.

Transfer:

Transfer applications to the USF Tampa from historically underrepresented populations, including multiracial students, totaled 4,543 for Summer/Fall 2017, representing 38.4% of the total transfer application pool of 11,792. For Summer/Fall 2017 applications, Hispanics represented 2,246 and Black applications represented 1,803 of the applicant pool combined representing 34.3% of the total applicant pool. Applications from Asians totaled 475 (4.0% of total), and 30 American Indians and 30 Native Hawaiian/Other Pacific Islanders (<1% of total) applied for transfer admission to USF.

Offers of transfer admission (i.e., admitted) to students from historically underrepresented populations totaled 2,697 in Summer/Fall 2017, representing 37.4% of the total admitted transfers of 7,215. Offers to Hispanic transfer applicants comprised 1,492 or approximately 20.7% of all admissions offers. Further, 937 Black transfer applicants (13.0% of total) were offered admission, as were 329 Asians (5% of total), 17 American Indians and 14 Native Hawaiians/Other Pacific Islanders (<1%). The transfer admit rate for underrepresented populations in Summer/Fall 2017 was **59.3%, compared to an overall admit rate of 61.2%, despite the direction under “One Florida,” where state universities are prohibited from addressing 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 7 partnering Florida College System institution providing access for students seeking a four-year baccalaureate degree. FUSE provides students with the **mapped graduation paths which incorporate the AA degree track with USF’s 4 year Bachelor’s degree track.** The graduation paths ensure a student will experience a positive enrollment experience upon entering USF.

USF St. Petersburg

During USFSP's 2017 admission cycle, the 2,904 Summer/Fall FTIC applications from historically underrepresented students comprised 51.7% of the 5,616 total applications, an increase of 2.8 percentage points over 2016's 2,810 total. Black and Hispanic's 1,827 applications accounted for 43% of the pool, resulting in 2.8% point increase over 2016's totals. The representation of the next two largest populations, Asian and Two or More Races, remained largely static at 3.4% and 5% respectively.

Admission offers to diverse populations, 972, was likewise static at 43% to all 2,242 offers. Hispanic students were the largest cohort with 556 admits (25%), followed by Black (10%) and Two or More Races (6%). While the relative representation for Hispanic and Black remained the same, Two or More Races increased by 1%. As noted in previous reports, One Florida compliance restricts state universities from incorporating race, ethnicity, or gender in the admissions review process; however, USFSP prioritizes the recruitment of diverse areas across the state to encourage all eligible students to apply.

For Transfers, USFSP received 712 applications from students of diverse backgrounds, which accounted for 33% of the 2,162 total. Hispanic and Black students, who submitted 299 and 264 applications respectively, contributed 26% of the total. Asian American and students who reported Two or More Races each represented 3%. Transfer admit rates followed a similar pattern to applications, with Hispanic (171) and Black (125) accounting for 23% of all admits; Asian American and Two or More Races admits were 3% each.

Given the expansions of FUSE Academic Pathways with St. Petersburg College (SPC) this past year, we anticipate that Florida College System (FCS) application generation and admit offers will remain steady for at least another year despite enrollment shortfall at FCS institutions across the state. To that end, and in alignment with our FTIC recruitment efforts, we conduct on-site outreach at SPC sites across the county to encourage a diversity of interest and intend to dramatically expand our partnership with SPC.

Master's applications to USF St. Petersburg from minority populations, including multiracial students, totaled 288 for Summer/Fall semesters 2017, representing 39.4% of the total master's application pool of 730. This number compares to 287 (44.2%) applications from minority populations out of a total of 648 applications the previous Summer/Fall. Applications from Black and Asian prospective students increased (+15 and +7, respectively) but Hispanic and Non-Resident Alien applications fell (-10 and -22, respectively). Proportionate to the whole, gains did not make up for losses with regard to applications from underrepresented populations.

Offers of admission to applicants from minority populations totaled 214 for Summer/Fall 2017 (41.6% of the total acceptances). This represents an increase from the same time frame the previous year wherein offers of admission for minority applicants represented just 30.7% of the whole.

USF Sarasota-Manatee

As part of its annual unit assessment, Admissions and Financial Aid at USF Sarasota-Manatee sets annual goals and means to assess them. This information is presented below.

Assessing the 2017-2018 year compared to 2016-2017, USF Sarasota-Manatee experienced a 15% increase in new enrolled students from underrepresented populations. The new Hispanic/Latino student population is the major factor for this increase with a 47% increase (56 students) in new Hispanic students compared to last year. The new Bilingual Admissions Counselor position was a prime factor in this increase as he was able to develop relationships with community partners and high schools. He received positive feedback from his interactions with Hispanic students and parents. It would be common on a weekly, if not daily basis, to hear the Bilingual Counselor speaking

with students and parents over the phone in Spanish. However, this staff member has moved on to work for one of our community partners. The position is posted for re-hire.

New USF Sarasota-Manatee undergraduate and graduate enrollment of underrepresented populations

	AY	AY	Summer		Fall		Spring	
Race/Ethnicity	2017-18	2016-17	2017	2016	2017	2016	2018	2017
Hispanic	176	120	25	20	100	60	51	40
Black	57	64	14	17	25	24	18	23
Asian	18	30	3	4	12	18	3	8
American Indian	3	3	0	0	2	2	1	1
Hawaiian/Pacific Islander	0	1	0	1	0	0	0	0
Multi-race	29	28	7	6	13	18	9	4
Total	283	246	49	48	152	122	82	76

FTIC applications to enroll for underrepresented populations

Race/Ethnicity	Hispanic		Black		Asian		Multirace	
	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17
Applications	182	111	132	114	36	12	34	22
Admits	53	31	12	16	13	6	13	6
Conversion %	29%	28%	9%	14%	36%	50%	38%	27%
Enrolled	29	13	2	2	3	3	5	3
Yield %	55%	46%	17%	14%	23%	50%	38%	50%

Transfer application to enroll data for underrepresented populations

Race/Ethnicity	Hispanic		Black		Asian		Multirace	
	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17
Applications	286	205	146	134	37	50	52	50
Admits	201	138	75	75	25	31	35	37
Conversion %	70%	67%	51%	56%	68%	62%	67%	74%
Enrolled	135	93	48	53	13	19	23	23
Yield %	67%	67%	64%	71%	52%	61%	66%	62%

Graduate application to enroll data for underrepresented populations

Race/Ethnicity	Hispanic		Black		Asian		Multirace	
	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17
Applications	43	38	22	26	4	9	1	3
Admits	16	16	7	10	2	8	1	2
Conversion %	37%	42%	32%	38%	50%	89%	100%	67%
Enrolled	12	14	7	9	2	8	1	2
Yield %	75%	89%	100%	90%	100%	100%	100%	100%

Data Source: USF Info Center

Student Health Services

USF Tampa

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 which provide these services.

	2012-13	2013-14	2014-15	2015-16	2016-17
Total SHS Clinic Visits	29,132	28946	35745	35991	35472
Average Daily Visits	119	118	145	145	144
Individuals Served	12,186	11734	12823	12616	13130
Insurance					
No Insurance	38%	39%	35%	32%	31%
USF Insurance	5%	4%	5%	3%	5%
Private Insurance	57%	57%	60%	65%	64%
Ethnicity					
African American	13%	14%	13%	13%	13%
Hispanic*	1%	0%	0%	13%	14%
Asian	9%	10%	12%	13%	15%
American Indian	0%	0%	0%	0%	0%
Caucasian	69%	68%	64%	52%	51%
Unknown	8%	8%	11%	9%	8%
International Students	N/A	N/A	N/A	N/A	N/A

*The EPIC medical management system implemented in August 2015 now captures Hispanic or Latino Ethnicity. International Students status is not currently collected in this medical management system.

Numbers reflected are for the Tampa Campus Only. The St. Petersburg campus which commenced medical services in Sep 2012 is reported separately below and the Sarasota-Manatee Campus contracts their services out.

USF St. Petersburg

Wellness Center

	2012-13 (opened Sep 2012)	2013-14	2014-15	2015-16	2016-17
Total SHS Clinic Visits	1179	1812	1962	1789	2021
Average Daily Visits	7	8	9	8	8
Individuals Served	615	839	900	930	947
Insurance					
No Insurance	48%	36%	34%	35%	31%
USF Insurance	unknown	unknown	unknown	unknown	unknown
Private Insurance	52%	64%	66%	65%	69%
Ethnicity					
African American	11%	10%	12%	10%	12%
Hispanic*	0%	0%	0%	14%	17%
Asian	6%	6%	5%	5%	6%
American Indian	1%	1%	1%	1%	0%
Caucasian	75%	74%	76%	65%	61%
Unknown	7%	9%	6%	6%	4%
International Students	N/A	N/A	N/A	N/A	N/A

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

USF Sarasota-Manatee

Totals	2013-14	2014-15	2015-16	2016-17
Visits	63	115	62	262
Individuals Served	37	61	41	50
Visits by Ethnicity	2013-14	2014-15	2015-16	2016-17
African American	1	3	1	4
Hispanic	0	4	5	9
Asian	3	9	7	1
Caucasian	33	45	28	29
Multi-Racial	--	--	--	1
Unknown	0	0	0	6

The Counseling and Wellness Center (CWC), a shared service of USF Sarasota-Manatee and the New College of Florida, provides medical and counseling services including a range of primary care, referral, and educational services for currently enrolled students. Professional clinicians also assist students to address psychological concerns, gain self-awareness, adjust to life in college, and tackle personal challenges more easily through individual, group, and online counseling services. Specialized services such as gynecological visits and immunizations are also available.

Services are available Monday, Tuesday, Thursday, and Friday from 1:00-5:00pm during the fall and Spring Semesters at the Counseling and Wellness Center located on the New College of Florida campus. Additionally, effective January 2017, counseling services were also made available on the USF Sarasota-Manatee campus on Wednesdays from 2:00-6:00pm and Thursdays from 9:00am-1:00pm by either appointment or walk-in. Plans have been made to hire a full-time counselor to be housed four days a week on the USF Sarasota-Manatee campus beginning Fall Semester 2018. Total visits increased significantly in 2016-17 due to a more aggressive advertising campaign, which included posting flyers in all of classrooms and listing the CWC as a resource for students identified as struggling by the midterm and early alerts process.

CWC website: <http://www.usfsm.edu/campus-life/health-and-safety/counseling-and-wellness-center/>

Club and Intramural Athletics (report on sex equity only)

USF Tampa

	AI/AN	Black	NH/OPI	White	Asian	Hispanic	Other	Male	Female	TOTAL
Intramurals	0	30	0	55	10	41	8	106	38	144
Fitness		11	10	9	22	5	0	31	26	57
Group Fitness		3	4	10	10	2	0	2	27	29
Pro Staff	0	4	0	24	0	8	0	22	14	36
Satellites	0	12	0	21	8	13	0	32	22	54
Aquatics	0	3	0	22	0	4	0	12	17	29
Sport Clubs	0	1	0	5	0	1	3	2	8	10
Campus Recreation Center Facility Staff	0	9	0	22	4	10	0	30	15	45
Outdoor Recreation	0	5	0	16	3	5	7	16	18	36
Total	0	78	14	184	57	89	18	253	185	440
		17.70	3.00	41.80	12.90	20.20	4.00	57.50	42.50	

USF St. Petersburg

Campus Recreation

Program	Male	Female	Black	White	Hispanic	Island Pacific	Asian	Unknown	Total
Aquatics	4	8	0	10	2	0	0	0	12
Boathouse	4	8	0	12	0	0	0	0	12
Competitive Sports	7	0	3	4	0	0	0	0	7
Edge	3	5	0	7	1	0	0	0	8
Fitness	14	22	9	25	1	0	1	0	36
Group Fitness	2	6	0	5	2	0	1	0	8
Marketing	1	0	0	1	0	0	0	0	1
Membership	0	1	0	1	0	0	0	0	1
Personal Training	2	1	0	3	0	0	0	0	3
Professional	3	3	0	6	0	0	0	0	6
Total	40	54	12	74	6	0	2	0	94

Student Financial Assistance

USF Tampa

- 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 2017, USF Tampa enrolled an undergraduate population that was 38% Pell Grant eligible, demonstrating our commitment to economically disadvantaged students.
- Study Abroad Grants: We continued to provide additional funds to support study abroad access for Pell Grant students. To date, 264 have received grants up to \$1,500 each for summer 2018.
- 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 FY18, we have had contact with over 7,400 students.
- We continued to provide assistance to 52 families of entering out of state students to help them understand how to pay for their **students'** education.
- All 103 students in the entering summer class from Student Support Services are required to participate in mandatory financial wellness coaching. Participation in these coaching sessions provides students from underrepresented populations the basic information they need in order to successfully apply for aid, pay their institutional charges and minimize their student loan debt.
- We also communicated with students with past due balances. Students with incomplete financial aid documents were contacted by phone and assisted in resolving their institutional debt. Over 2,900 students were contacted and 706 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, step-by-step financial aid process, information on high school planning nights coordinated by the Hillsborough County School District, 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.
- Cost Calculator (USF Tampa): USFAS redesigned the online calculator for students and families to use in order to determine the true cost of attending the USF Tampa campus.
- Computer Stations in USFAS Lobby for Assisted Self-Service: USFAS provides 10 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.
- 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.
- USFAS participates 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.
- Participated in the work of a Persistence Committee with a focus on ensuring that eligible freshmen who started at USF in the summer/fall 2016 are able to continue their enrollment for fall 2017.

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 fall 2017, USFSP enrolled an undergraduate population that was 42% Pell Grant eligible, demonstrating our commitment to economically disadvantaged students.
- FAFSA and USFSP Privately Funded Scholarships: In partnership with USFSP Communications and Marketing, USFSP launched a marketing campaign to inform students about the FAFSA and USFSP Privately Funded Scholarship applications opening on October 1st of every year. In addition, every Friday from October through December, the office was open for hands-on assistance in completing FAFSA applications to meet our January 1st priority FAFSA application deadline, in order to be considered for the maximum amounts and types of federal, state and institutional aid available.
- Study Abroad Grants: Additional need based grants were awarded in summer 2017 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 updated the Cost Calculator tool for students and their **families to understand the “real” costs associated** with attending our institution. As cost is often viewed as a barrier in achieving a college degree, this budgeting tool provides for a way to plan for school. The tool can now be viewed from any hand-held electronic device as well as on the main webpage.
- 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.
- Hispanic Student Assistance: There is a full-time Spanish speaking staff member to assist families during Orientations and through one-on-one appointments. This individual often works with the Hispanic speaking **staff in the USFSP Cashier’s office to help families with their financial challenges.**
- 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 with applying for financial aid. Private high schools and the Pinellas County School District 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 conduct 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, USFSP Office of Graduate Admissions, and individual College presentations. These events include students who have indicated an interest in attending USFSP or have already been admitted.
- Data Action Team: USFSP Office of Financial Aid and Scholarships participated in the work of the Data Action Team with a focus on making data driven decisions on financial support for incoming freshmen and for graduating seniors with due balances on their accounts. Small grants were offered to enable them to continue their enrollment or to graduate.
- Financial Education: In January 2018, the new financial education and literacy program (AFLOAT-Advising Financial Literacy Objectives And Training) was launched. As part of the grants described above, students receiving this grant were required to attend a counseling session with a Financial Education Advisor to assist students in establishing realistic financial plans for achieving a college education through planning, budgeting and applying early for financial aid. The program not only assisted with the Data Action Team grants, but also provided one-on-one coaching, workshops, and presentations across campus. In the first three months, almost 300 students visited the AFLOAT Office to receive guidance on various financial literacy topics.

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 fall 2016, had 50% of its students with Pell Grants, 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 2017 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 Tampa

Housing & Residential Education	Fall 2017		Fall 2016		Fall 2015	
	# of students	% of total	# of students	% of total	# of students	% of total
Male	2368	43.63%	2221	42.26%	2376	42.57%
Female	3059	56.37%	3035	57.74%	3205	57.43%
Asian (5) (formerly Asian or Pacific Islander)	319	5.88%	288	5.48%	304	5.45%
Black/non-Hispanic (6) (formerly Black)	645	11.89%	613	11.66%	581	10.41%
Hispanic/Latino/Spanish origin (3) (formerly Hispanic)	882	16.25%	887	16.88%	1026	18.38%
American Indian/Alaskan Native (4) (formerly same)	3	0.06%	5	0.10%	7	0.13%
White, non-Hispanic (8) (formerly White)	2665	49.11%	2598	49.43%	2718	48.70%
Race and Ethnicity Unknown (2) (formerly unknown)	144	2.65%	105	2.00%	73	1.31%
Two or more races (9) (formerly other)	230	4.24%	220	4.19%	222	3.98%
Native Hawaiian or Other Pacific Islander (7) (new category)	1	0.02%	10	0.19%	10	0.18%
Non-Resident Alien (1) (new category)	538	9.91%	530	10.08%	640	11.47%
TOTAL STUDENTS*	5427	100.00%	5256	100.00%	5581	100.00%

USF St. Petersburg

Housing & Residence Life		
	# of students	% of total
Florida Resident	712	94.3%
Out of State	40	5.3%
Out of Country	3	0.4%
Total Students	755	100.0%
Male	251	33.2%
Female	503	66.6%
Other	1	0.1%
Total Students	755	100.0%
Asian	43	5.7%
Black/Non-Hispanic	108	14.3%
Hispanic/Latino/Spanish	167	22.1%
American Indian/Alaskan Native	9	1.2%
White/Non-Hispanic	412	54.6%
Race and Ethnicity Unknown	16	2.1%
Two or more races	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0.0%
Non-Resident Alien	0	0.0%
Total Students	755	100.0%
Under 18	3	0.4%
Age 18	72	9.5%
Age 19	345	45.7%
Age 20	203	26.9%
Age 21	73	9.7%
Age 22	34	4.5%
Age 23+	25	3.3%
Total Students	755	100.0%

In the 2017-2018 academic year, USF St. Petersburg’s housing residents were 66.62% female and 33.24% male with one student identifying as ‘other’. There was a .61% increase in female identifying students living on campus compared to the 2016-2017 academic year. Florida Residents made up 94.3% of our on campus resident population with 5.2% of students coming from out of state. The racial and ethnic breakdown of our residents for the 2017-2018 academic year is as follows; Students who identified as ‘White/Non-Hispanic’ made up 54.56% of the residential population, 22.11% identified as ‘Hispanic/Latino’ making up a 1.09% increase from the 2016-2017 academic year, and 14.3% identified as ‘Black/Non-Hispanic’ which was a 1.47% increase from the 2016-2017 academic year. The remaining population identified as either ‘Asian’, ‘American Indian’, or ‘Unknown’. This data shows that our campus continues to grow its diverse student population.

Student Employment

USF Tampa

Gender		
Females	683	56.7%
Males	521	43.3%
Ethnic Group		
African American/Black	241	20.0%
Asian	145	12.0%
Hispanic	247	20.5%
White	559	46.4%
American Indian	4	0.3%
Pacific	3	0.2%
2 or More	0	0.0%
Not specified	5	0.4%
Total	1204	100.0%

USF St. Petersburg

Student Employment at USFSP is a collaborative endeavor between the Career Center, Financial Aid, and Human Resources departments. All student employment positions are on Handshake, 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. In 2018-19, the Student Employment Workgroup will be working with the Global Initiatives office to make the on-campus employment process easier and more accessible to international students

USF Sarasota-Manatee

Employment by Gender	Number	Percent of Total
Females	45	56.3%
Males	35	43.7%
Total	80	100%

Employment by Race	Number	Percent of Total
African American	8	10.0%
Asian	6	7.5%
Hispanic	9	11.3%
White	53	66.3%
American Indian/Alaska Native	1	1.3%
Other	2	2.5%
Unknown	1	1.3%
Total	80	100%

Source: USF OLAP Cubes.

Educational and Work Environment

USF Tampa

The university is intentional and strategic in providing a competitive and comprehensive learning experience for undergraduate and graduate students. These learning experiences include both academic rigor and out of classroom learning outcomes. The broad range of resources, services, activities, programs, and facilities are designed to create a holistic learning environment and enrich the development of students by providing the essentials to assist students from enrollment to graduation, and ultimately career placement. The out of class learning opportunities align with the strategic goals of the university and are related to student learning outcomes. Out of class learning experiences include volunteer opportunities and positions through student organizations and student employment opportunities all contributing to the retention, skill enhancement, career development and future job placement. Student Affairs & Student Success partner with administration, faculty, staff and other university and community stakeholders to ensure that our students enter, persist, and achieve their academic goals, whether employment of by entering some of the most competitive graduate and professional schools. Student Affairs & Student Success continues to contribute to the broader student success initiatives at the University of South Florida changing lives one student at a time.

USF St. Petersburg

The university offers an excellent education and valuable out of class opportunities, which support the personal growth and development of our 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.

Last 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 for students through gradually increasing staff capacity, including internship coordinators in each college, and through a partnership between the Career Center and other local universities with the St. Petersburg Chamber of Commerce to offer internship seminars for local employers.

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 advocate for policies and programs that empower students to reach their personal, educational, and professional goals.

USF Sarasota-Manatee continues to build a robust internship program by implementing a tracking system for placements to assist in identifying strong points and gaps to make data-driven decisions, providing personalized **student/employer liaison services for “warm” handoffs, and providing and tracking research assistantships** for students. USF Sarasota-Manatee has also launched an initiative to create internships at diverse-owned businesses along the Suncoast. The goal for this year was five internship placements at identified businesses and that goal was met.

Career Services hosted “Jobapalooza,” which included multiple workshops culminating in a networking event. Student participants landed interviews and several were offered jobs or internships as a result.

Efforts to enhance the service learning experience continues with tracking of more courses and the creation of a Canvas Commons Toolkit designed for faculty to assist in the creation of a Service Learning course.

Personnel

USF System (Tampa, St. Petersburg, Sarasota-Manatee)

The USF System completes a review of its policies and procedures as it relates to student employment. A list of the associated policies can be found on of the webpage of the Office of the General Counsel (<http://regulationspolicies.usf.edu/>) and the Office of Human Resources (<https://www.usf.edu/hr/>).

Effectiveness in Enrollment (Part III. E)

USF Tampa

The University of South Florida is holistically committed to student success and has integrated it into the campus culture. Our student success initiatives have radically transformed the success of all students by increasing retention and graduation rates, eliminating the completion gap by race, ethnicity, and socioeconomic status, and making progress towards degree completion in a timely manner. The strategic and intentional student success platforms and use of innovative technologies have resulted in greater efficiency driven by data based decisions. These achievements, the product of institutional effort, driven by faculty, staff, students, and external stakeholders, have earned the University of South Florida national distinctions throughout the country.

The university strives to maintain a high quality, and robust teaching and learning environment that is conducive to producing diverse global leaders. Preparing students 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, is a priority of the University. The University is recognized as one of the most diverse campuses in the State of Florida, with an undergraduate population that is more than 40% Pell Grant recipients.

At the graduate level, there have been an increase in Hispanic student enrollment, but slight declines in Black, Asian and White student enrollment. While there has been an increase in total enrollment AY 2016-2017 (3,487) compared to prior AY 2015-2016 (3,204), , USF is confident in the overall strategic goals and initiatives to increase enrollment of all students to ensure USF remains a diverse institution, preparing our students for lifelong success.

USF St. Petersburg

USF St Petersburg has seen a slight decrease in overall FTIC numbers from 636 in the fall of 2012 to 630 in the fall of 2017. Diversity representation shifted in most categories, with Black and White students decreasing by 3.1% and 4.9% respectively. Conversely, Hispanic and Two or More Race representation increased by 4.8% and 2.9%.

Fulltime transfer students have increased from 376 in the fall of 2012 to 398 in the fall of 2017. The number of Black and White transfer students increased by 1.4% and 2.4% respectively, while Hispanic transfer student representation decreased by 3.8%. All other categories experienced minor (i.e. less than a percentage point) change in the duration.

USF Sarasota-Manatee

USF Sarasota-Manatee annually administers the College Senior Survey to its senior students through the Higher Education Research Institute at the University of California Los Angeles. The Spring Semester 2018 administration of the Senior Survey showed improved results for USF Sarasota-Manatee in the diversity measures compared to the Spring Semester 2017 administration.

- On a scale of 1-4 (Strongly Agree to Strongly Disagree), 85.10% of students agree or strongly agreed **that the “institution has contributed** to their knowledge of people from different races/cultures (mean = 3.19). This compares to 83.5% in the Spring Semester 2017 administration (mean = 3.15).
- On a scale of 1-5 (Very Satisfied to Very Dissatisfied), 78.3% of students were very satisfied or satisfied with the racial/ethnic diversity of the student body (mean = 4.23). This compares to 73.4% in the Spring Semester 2017 administration (mean = 3.99).
- On a scale of 1-5 (Very Satisfied to Very Dissatisfied), 82.8% of students were very satisfied or **satisfied with the college’s respect for the expression of diverse beliefs (mean = 4.33). This compares** to 80% in the Spring Semester 2017 administration (mean =4.10).

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

Table 1: Sex Equity in Athletics

Element	Assessment	Area for improvement? (check if yes, and describe on form below)
1. Sports offerings	<p>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. Additionally, USF Athletics announced the addition of its 20th Varsity sport (11th Women’s) - Rowing. This assessment is determined to currently be equitable.</p>	
2. Participation rates, male and female, compared with full-time undergraduate enrollment	<p>The difference between the University’s female undergraduate enrollment ratio and the Athletics participation ratio for females was 1.0% for the 2016-2017 academic year and shows were had substantial proportionality for that academic year. The University’s 2016- 2017 female undergraduate enrollment ratio was 54.8% and the female athletics participation ratio was 53.8%. This assessment is determined to currently be equitable.</p>	
3. Availability of facilities, defined as locker room, practice, and competitive facilities	<p>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. The women’s and men’s golf programs are in their Golf Training Center which houses each team’s locker and meeting space as well as coaches offices and specialty training areas. They also share the campus-owned golf course. Women’s volleyball utilizes a renovated locker room and meeting space just below their venue. Competition facilities include the 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. 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. Women’s and men’s track and field and cross country compete in a refurbished track</p>	

	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 St. Petersburg campus with access to boats, etc. We are providing a locker room in the Sun Dome for those sailors as well. This assessment is determined to currently be equitable.	
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, they do not receive funding, they are operationally supported by the athletics department which includes traveling, academic support, and other student services. This assessment is determined to currently 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 assessment is determined to currently be equitable.	
b) administration	Funds allocated to administrative services are equitably distributed between men and women’s programs. This assessment is determined to currently 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 assessment is determined to currently be equitable.	
d) recruitment	Budgets allocated for recruitment of women’s student-athletes are comparable to their male counterparts. All programs have successfully recruited regionally, nationally, and internationally. This assessment is determined to currently 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, we hired a female Head Tennis Coach to replace a male coach and the team saw exceptional success over each year. This assessment is determined to currently be equitable.	

<p>f) publicity and promotion</p>	<p>The Athletic Department Marketing and Communication staff employs nine full-time staff members plus interns and student assistants. Publicity and promotion for our programs is equitable in like sports and is accomplished through a robust website, media relation initiatives, and the video streaming of nearly all non-televised home competition in our team sports of men’s and women’s soccer, volleyball, women’s basketball, softball, and baseball. Production and printing of collateral materials (e.g., posters, schedule cards, etc.) is equitable among like sports. This assessment is determined to currently be equitable.</p>	
<p>g) other support costs</p>	<p>N/A</p>	
<p>6. Provision of equipment and supplies</p>	<p>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 assessment is determined to currently be equitable.</p>	
<p>7. Scheduling of games and practice times</p>	<p>Teams that share facilities alternate requested practice times each year. Regular practice times are accommodated for continuity and student-athlete academic schedules. Competitions scheduled for the same date are arranged between coaches and administrators. Due to the extent of quality facilities, very few conflicts arise. This assessment is determined to currently be equitable.</p>	
<p>8. Opportunities to receive tutoring</p>	<p>A full time employee supervises a staff of approximately 70 qualified student tutors. This group of tutors assists student-athletes in every possible course from entry-level math, English and science courses to upper-level courses required for the major. The tutors all go through training offered by the USF Learning Commons staff and are CRLA (College Reading and Learning Association) Level 1 certified. All tutors are regularly informed of the policies concerning academic integrity. All student-athletes have access to schedule tutoring on their own or through their academic advisors. This assessment is determined to currently be equitable.</p>	
<p>9. Compensation of coaches and tutors</p>	<p>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</p>	

	or gender are paid equivalently. This assessment is determined to currently 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 athletics trainer is assigned to each sport. We have an extensive partnership with USF Health allowing for top notch medical care including surgeries and day-to-day care for all student-athletes. This assessment is determined to currently 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. Additionally, the University has a great dining hall that has nutritional offers (Champions Choice); open to all students, which is located adjacent to the Sun Dome. All student-athletes receive breakfast during the week at Champions Choice, as provided by the Athletic Department, regardless if the student-athlete has a meal plan or not. This is both permissible by the NCAA, Conference Office, and Financial Aid. This dining opportunity provides all students and student-athletes with healthy food options to maximize performance. This assessment is determined to currently be equitable.	

Table 2. Overall Effectiveness in Athletics and 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 one basis 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. Employment Representation

Table 1: Category Representation: Tenured instructional faculty

USF System												
Table 1a. Category Representation – Tenured Faculty												
Indicator	NRA	A	AI/A N	B	H	W	NH OP I	>TWO	Unk	Female	Male	Total
Fall 2017	11	111	4	32	44	599	0	0	3	274	530	804
Fall 2016	23	102	3	36	47	600	0	2	2	276	539	815
Percentage Change from Fall 2016 to Fall 2017	- 52.2%	8.8%	33.3%	-11.1%	-6.4%	-0.2%	N/ A	-100.0%	50.0%	-0.7%	-1.7%	-1.3%
Fall 2012	1	73	4	35	37	575	0	2	6	248	485	733
Percentage Change from Fall 2012 to Fall 2017	1000.0 %	52.1%	0.0%	-8.6%	18.9%	4.2%	N/ A	-100.0%	-50.0%	10.5%	9.3%	9.7%
Area for improvement, compared with national standards? (Check is yes)												
IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.												

The USF System employed over 800 tenured faculty members during the 2017 – 2018 Academic year. Of the tenured faculty represented, 37% in 2017, 33.8% in 2016, and 33.8% in 2012 represented women. As it relates to race, there was an increase in representation from 2016 to 2017 with Asian, American Indian/Alaskan Native, and race Unknown categories, all other categories decreased. Overall, there has been a decrease in tenured faculty.

USF Tampa												
Table 1b. Category Representation – Tenured Faculty												
Indicator	NRA	A	AI/AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2017	9	100	3	30	38	530	0	0	3	232	481	713
Fall 2016	20	93	3	33	39	536	0	1	2	237	490	727
Percentage Change from Fall 2016 to Fall 2017	-55.0%	7.5%	0.0%	-9.1%	-2.6%	-1.1%	N/A	-100.0%	50.0%	-2.1%	-1.8%	-1.9%
Fall 2012	1	69	4	34	30	518	0	1	4	218	443	661
Percentage Change from Fall 2012 to Fall 2017	800.0%	44.9%	-25.0%	-11.8%	26.7%	2.3%	N/A	-100.0%	-25.0%	6.4%	8.6%	7.9%
Area for improvement, compared with national standards? (Check is yes)												
IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.												

Table 1b shows the profile of faculty with tenure at USF Tampa. Figures in the chart indicate nearly equally representation of female tenured faculty members in fall 2017 and fall 2016 (-0.1 difference). Overall, the percentages of the tenured faculty who are women has remained relatively stable 32.5% in 2017, 32.6% in 2016, and 32.9% in 2012. The percentage of non-White faculty was 25.7% in 2017; this represents a minor increase from 2016 (26.8%), but a more substantive increase compared to 2012 (21.7%).

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 2017	1	7	1	0	6	50	0	0	0	28	37	65
Fall 2016	2	5	0	1	8	47	0	1	0	26	38	64
Percentage Change from Fall 2016 to Fall 2017	-50.0%	40.0%	N/A	-100.0%	-25.0%	6.4%	N/A	- 100.0%	N/A	7.7%	-2.6%	1.6%
Fall 2012	0	3	0	1	7	44	0	1	2	22	36	58
Percentage Change from Fall 2012 to Fall 2017	N/A	133.3%	N/A	-100%	-14.3%	13.6%	N/A	-100%	-100%	27.3%	2.8%	12.1%
Area for improvement, compared with national standards? (Check is yes)												
IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.												

The percentage of tenured female faculty increased by 7.7% from the previous reporting year and increase of 27.3% since 2012. The number of tenured faculty of color at USFSP is of concern. The percentage of tenured black and two or more races have decreased by 100% from 2016 to 2017 and from 2012 to 2017. Hispanic tenured faculty has decreased by 25% from 2016 to 2017 and by 14.3% from 2012. Asian tenured faculty has shown an improvement, tenured faculty has increased by 40% from 2016 to 2017 and has shown a major increase of 133% from 2012. Non-resident aliens increased by 100%. The number of white tenured faculty members increased by 6.4% in 2017 and increased by 13.6% from 2012. Female tenured faculty has increased by 7.7% from 2016 to 2017 and have increased by 27.3% since 2012. Male tenured faculty have decreased by 2.6% and increased by 2.8% since 2012.

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 2017	1	4	0	2	0	19	0	0	0	14	12	26
Fall 2016	1	4	0	2	0	17	0	0	0	13	11	24
Percentage Change from Fall 2016 to Fall 2017	0.0%	0.0%	N/A	0.0%	N/A	11.8%	N/A	N/A	N/A	7.7%	9.1%	8.3%
Fall 2012	0	1	0	0	0	13	0	0	0	8	6	14
Percentage Change from Fall 2012 to Fall 2017	N/A	300.0%	N/A	N/A	N/A	46.2%	N/A	N/A	N/A	75.0%	100.0%	85.7%
Area for improvement, compared with national standards? (Check is yes)												
IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.												

The tenured faculty increased by one male and one female in fall 2017. The proportion of female to male tenured faculty members remained the same in 2017 compared to 2016: 54% female and 46% male. Both newly tenured faculty were White. No significant changes are noted in the diversity of tenured faculty.

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 2017	36	56	1	20	26	176	0	0	4	153	166	319
Fall 2016	54	50	1	20	24	177	0	1	2	163	166	329
Percentage Change from Fall 2016 to Fall 2017	-33.3%	12.0%	0.0%	0.0%	8.3%	-0.6%	N/A	-100.0%	100.0%	-6.1%	0.0%	-3.0%
Fall 2012	48	54	0	23	14	193	0	2	41	180	195	375
Percentage Change from Fall 2012 to Fall 2017	-25.0%	3.7%	N/A	-13.0%	85.7%	-8.8%	N/A	-100.0%	-90.2%	-15.0%	-14.9%	-14.9%
Area for improvement, compared with national standards? (Check is yes)												
IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.												

The USF System employed 319 tenure track faculty members during fall 2017. Women represented 48% in 2017 which is a slight decrease from 2016 with 49.5%, yet consistent with 2012 at 48%. As it relates to race, there was an increase in representation from 2016 to 2017 with Asian, Hispanic, and race Unknown, no change with American Indian/Alaskan Native and Black, and all other categories decreased. However, during 2012 to 2017 there was a significant increase (85.7%) in Hispanic representation, a moderate increase (3.7%) in Asian representation, and in all other categories there was a negative change a not applicable.

USF Tampa												
Table 2b. Category Representation – Tenure-Track Faculty												
Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TW O	Unk	Female	Male	Total
Fall 2017	32	54	1	15	19	149	0	0	4	129	145	274
Fall 2016	49	46	1	15	18	141	0	1	2	133	140	273
Percentage Change from Fall 2016 to Fall 2017	-34.7%	17.4%	0.0%	0.0%	5.6%	5.7%	N/A	-100%	100.0%	-3.0%	3.6%	0.4%
Fall 2012	41	49	0	20	11	166	0	2	40	155	174	329
Percentage Change from Fall 2012 to Fall 2017	-22%	10.2%	N/A	-25%	72.7%	-10.2%	N/A	-100%	-90.0%	-16.8%	-16.7%	-16.7%
Area for improvement, compared with national standards? (Check is yes)												
IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.												

Table 2b focuses on trends among Tenure-Track faculty at USF Tampa. Calculations from fall 2017, fall 2016, and fall 2012 show female percentage representation to be 47.1%, 48.7%, and 47.1% respectively. Over the period fall 2012 – fall 2017, decreases in the total numbers of faculty are shown (in descending order) for Blacks, Whites, and Non-Resident Aliens, while increases are shown for Hispanic and Asian faculty. However, it should be mentioned that the actual number of Tenure-Track faculty declined 16.7% from 2012 while increasing only .4% from 2012, indicative that USF, like other SUS institutions, is still recovering from a financially challenging period in the during which there was a diminished hiring of new tenure-track faculty.

USF St. Petersburg												
Table 2c. Category Representation – Tenure-Track Faculty												
Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2017	1	1	0	4	5	18	0	0	0	17	12	29
Fall 2016	2	3	0	3	4	23	0	0	0	21	14	35
Percentage Change from Fall 2016 to Fall 2017	-50.0%	-66.7%	N/A	33.3%	25.0%	- 21.7%	N/A	N/A	N/A	-19.0%	- 14.3%	- 17.1%
Fall 2012	7	3	0	1	3	11	0	0	0	13	12	25
Percentage Change from Fall 2012 to Fall 2017	-85.7%	-66.7%	N/A	300.0%	66.7%	63.6%	N/A	N/A	N/A	30.8%	0.0%	16.0%
Area for improvement, compared with national standards? (Check is yes)												
IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.												

Recruitment efforts have resulted in an increase of diverse faculty in the Black and Hispanic tenure-track faculty category. USFSP has purchased a subscription to major diversity online recruitment website (Diverse Issues, Hispanic Outlook, and Insight into Diversity) to increase the applicant pool of diverse, qualified applicants and for consistency for all faculty positions. All faculty positions are recruited on diverse online recruitment websites since 2017. The percentage of Black faculty has increased by 33.3% from 2016 to 2017 and by 300% since 2012. The Hispanic tenure-track faculty has increased by 33.3% from 2016 to 2017 and by 66.7% since 2012. The Asian tenured faculty decreased by 66.7% from 2016 to 2017 and decreased by the same amount since 2012 but show a significant increase in Asian faculty being granted tenure by 40% from 2016 to 2017. There was a decrease of Non-Resident Aliens percentages by 50% from 2016 to 2017 and decreased by 85.7% since 2012. Also, minority post-doc program recruitment began spring 2016 and hired one post-doc that started the fall of 2017. The White tenure-track faculty has decreased by 21.7% from 2016-2017. The female tenure-track has decreased by 19% from 2016 to 2017 and increased by 30.8% from 2012. The male tenure-track faculty has decreased by 14.3%, and there has been no change since 2012.

USF Sarasota-Manatee												
Table 2d. Category Representation – Tenure-Track Faculty												
Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2017	3	1	0	1	2	9	0	0	0	7	9	16
Fall 2016	3	1	0	2	2	13	0	0	0	9	12	21
Percentage Change from Fall 2016 to Fall 2017	0.0%	0.0%	N/A	-50.0%	0.0%	-30.8%	N/A	N/A	N/A	-22.2%	- 25.0%	-23.8%
Fall 2012	0	2	0	2	0	16	0	0	1	12	9	21
Percentage Change from Fall 2012 to Fall 2017	N/A	-50.0%	N/A	-50.0%	N/A	-43.8%	N/A	N/A	-100%	-41.7%	0.0%	-23.8%
Area for improvement, compared with national standards? (Check is yes)												
IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.												

The number of male and female tenure-track faculty declined in fall 2017. Males were down by three and females by 2. The percentage of female faculty increased one percentage point to 44% in 2017 with males correspondingly declining 1%. The number of non-white faculty remained the same from 2016 to 2017. The number of White faculty declined by four. Therefore, the percentage of non-White faculty increased from 38% to 44%. The number of non-White faculty did not change in 2017, but the percentage increased because of a decline in the number of White tenure-earning faculty.

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 2017	26	89	2	40	112	571	1	0	0	450	391	841
Fall 2016	42	67	1	36	92	532	0	2	2	414	360	774
Percentage Change from Fall 2016 to Fall 2017	-38.1%	32.8%	100%	11.1%	21.7%	7.3%	N/A	-100%	-100%	8.7%	8.6%	8.7%
Fall 2012	20	29	2	26	51	351	1	3	38	265	256	521
Percentage Change from Fall 2012 to Fall 2017	30.0%	206.9%	0.0%	53.8%	119.6%	62.7%	0.0%	-100%	-100%	69.8%	52.7%	61.4%
Area for improvement, compared with national standards? (Check is yes)												
IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.												

The USF System employed 841 non-tenure earning faculty members during fall 2017. Women represented 53% in 2017 which was consistent in 2016 with 53%, and a slight increase from 2012 where women represented half (50%) of the population. As it relates to race, there was an increase in representation from 2016 to 2017 with Asian (32.8%), American Indian/Alaskan Native (100%), Black (11.1%), Hispanic (21.7%) and White (7.3%) and non-resident alien (38.1%), Two or more races (100%), and race unknown(100%) decreased. However, during 2012 to 2017 there were increase in all racial categories with the exception Two or more races and race unknown.

USF Tampa												
Table 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 2017	22	81	1	38	109	508	1	0	0	413	347	760
Fall 2016	35	59	1	33	90	477	0	2	2	376	323	699
Percentage Change from Fall 2016 to Fall 2017	-37.1%	37.3%	0.0%	15.2%	21.1%	6.5%	N/A	-100.0%	-100.0%	9.8%	7.4%	8.7%
Fall 2012	19	26	2	23	49	310	1	3	36	233	236	469
Percentage Change from Fall 2012 to Fall 2017	15.8%	211.5%	-50.0%	65.2%	122.4%	63.9%	0.0%	-100.0%	-100.0%	77.3%	47.0%	62.0%
Area for improvement, compared with national standards? (Check is yes)												
IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.												

Table 3b provides a profile of Non-Tenured Faculty at USF Tampa, a category that includes both instructional and non-instructional research faculty. Based on calculated figures, females in this category constituted 54.3% in fall 2017 compared to 53.8% in fall 2016 and 49.7% in fall 2012. Regarding race/ethnicity, calculated figures show that the overall percentage of non-White faculty increased from 31.8 in 2016 to 33.2 in 2017; the comparable figure for 2012 was 33.9, a decrease of .7 percentage points.

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 2017	0	4	1	1	1	31	0	0	0	18	20	38
Fall 2016	3	5	0	2	0	28	0	0	0	20	18	38
Percentage Change from Fall 2016 to Fall 2017	-100.0%	-20.0%	N/A	-50.0%	N/A	10.7%	N/A	N/A	N/A	-10.0%	11.1%	0.0%
Fall 2012	1	2	0	2	1	23	0	0	1	19	11	30
Percentage Change from Fall 2012 to Fall 2017	-100.0%	100.0%	N/A	-50.0%	0.0%	34.8%	N/A	N/A	-100.0%	-5.3%	81.8%	26.7%
Area for improvement, compared with national standards? (Check is yes)												
IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.												

The percentage of female non-tenure earning faculty decreased by 10.1% from the previous year but has increased by 33.33% from 2012. Black non-tenure earning faculty decreased by 50% from the previous year and also decreased by 50% since 2012. Hispanic non-tenure-track faculty decreased by 100% from 2016 to 2017. Asian non-tenure-track faculty decreased by 20% from 2016 to 2017 but increased by 100% since 2012. Non-Resident Alien non-tenure faculty increased by 50%. **White non-tenure track faculty members' percentage remained the same.**

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 2017	4	4	0	1	2	32	0	0	0	19	24	43
Fall 2016	4	3	0	1	2	27	0	0	0	18	19	37
Percentage Change from Fall 2016 to Fall 2017	0.0%	33.3%	N/A	0.0%	0.0%	18.5%	N/A	N/A	N/A	5.6%	26.3%	16.2%
Fall 2012	0	1	0	1	1	18	0	0	1	13	9	22
Percentage Change from Fall 2012 to Fall 2017	N/A	300.0%	N/A	0.0%	100.0%	77.8%	N/A	N/A	-100.0%	46.2%	166.7%	95.5%
Area for improvement, compared with national standards? (Check is yes)												
IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.												

USF Sarasota-Manatee added six new faculty at the non-tenure-earning level in 2017: one female and five male. Thus, the percentage of females declined from 48% to 44% between 2016 and 2017. Six of the seven new faculty added in 2017 at the non-tenure-earning level were White with one Asian. In spite of the numerical increase in White faculty at this level, the percentage of non-White faculty declined only one percentage point, from 27% to 26%.

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 2017	2	27	1	28	38	337	0	0	1	219	215	434
Fall 2016	3	27	1	20	28	324	0	1	2	197	209	406
Percentage Change from Fall 2016 to Fall 2017	-33.3%	0.0%	0.0%	40.0%	35.7%	4.0%	N/A	-100.0%	-50.0%	11.2%	2.9%	6.9%
Fall 2012	2	14	0	22	24	246	0	0	18	140	186	326
Percentage Change from Fall 2012 to Fall 2017	0.0%	92.9%	N/A	27.3%	58.3%	37.0%	N/A	N/A	-94.4%	56.4%	15.6%	33.1%
Area for improvement, compared with national standards? (Check is yes)												
IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.												

Executive/Administrative/Managerial employees in the USF System are presented in Table 4a. Women are represented well and continue to increase at 50% of the population in 2017, 48% in 2016, and 42% in 2012. Regarding race/ethnicity, there was an increase in the hiring of Black (40%), Hispanic (35.7%), and White (4%) between fall 2016 and fall 2017 and a decrease in hiring nonresident alien (-33.3%), Two or more races (-100%), and race unknown (-50%) during the same time period. The changes from 2012 to 2017 also show an increase in the number of Asian (92.9%), Black (27.3%) and Hispanic (58.3%), and White (37%).

USF Tampa												
Table 4b. Category Representation – Management Occupations												
Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Femal e	Male	Total
Fall 2017	2	25	0	24	36	290	0	0	1	193	185	378
Fall 2016	3	25	0	18	27	279	0	1	2	176	179	355
Percentage Change from Fall 2016 to Fall 2017	-33.3%	0.0%	N/A	33.3%	33.3%	3.9%	N/A	-100.0%	-50.0%	9.7%	3.4%	6.5%
Fall 2012	2	12	0	21	23	214	0	0	16	125	163	288
Percentage Change from Fall 2012 to Fall 2017	0.0%	108.3%	N/A	14.3%	56.5%	35.5%	N/A	N/A	-93.8%	54.4%	13.5%	31.3%
Area for improvement, compared with national standards? (Check is yes)												
IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.												

The categorical representation of Executive/Administrative/Managerial employees at USF Tampa is presented in Table 4b. Calculations of relative representation reveal that as of fall 2017, females represented 51%, a significant change from 43.4% in fall 2012. Regarding race/ethnicity, there was an increase in the hiring of Blacks and Hispanics between fall 2016 and fall 2017. The changes from 2012 to 2017 also show an increase in the number of Black (14.3%) and Hispanic (56.5%) employees in this category, though an increase in the number of Asians (108.3%) was the one most pronounced.

As was the case for the past several years, an enhanced emphasis was placed on proactively seeking to increase the diversity of our faculty and executive applicant pools as a strategy to hire a more diverse group of in-coming employees. A “best practices” document for hiring a diverse faculty was developed last year was distributed to search committees and workshops were held in several of the Colleges. These efforts recognized that specific approaches will vary, sometimes considerably, because different disciplines face differing challenges in achieving this outcome. This longer-term strategy appears to have yielded some positive results this year (2017-18), especially in the hiring of more faculty from underrepresented groups in STEM disciplines, areas that can be particularly challenging in seeking broad diversification. However, continuing efforts and monitoring will remain in place.

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 2017	0	2	1	4	1	27	0	0	0	18	17	35
Fall 2016	0	2	1	2	1	28	0	0	0	14	20	34
Percentage Change from Fall 2016 to Fall 2017	N/A	0.0%	0.0%	100.0%	0.0%	-3.6%	N/A	N/A	N/A	28.6%	- 15.0%	2.9%
Fall 2012	0	2	0	1	1	20	0	0	0	10	14	24
Percentage Change from Fall 2012 to Fall 2017	N/A	0.0%	N/A	300.0%	0.0%	35.0%	N/A	N/A	N/A	80.0%	21.4%	45.8%
Area for improvement, compared with national standards? (Check is yes)												
IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.												

The number of female Executive/Administrative/Managerial staff has increased by 28.6% from 2016 to 2017 and have increased significantly by 80% since 2012. The percentage has increase by 100% for Black Executive/Administrative/Managerial staff from 2016 to 2017 and there has been a significant increase by 300% since 2012. The number of American Indian, Hispanic and Asian Administrative/Managerial staff has remained unchanged from 2016 to 2017 and also no change since 2012. The number of White Executive/Administrative/Managerial staff has decreased by 3.6% and has increased by 35% since 2012. The number of male Executive/Administrative/Managerial staff has decreased by 15% and increased by 21.4% since 2012.

USF Sarasota-Manatee												
Table 4d. Category Representation – Management Occupations												
Indicator	NR A	A	AI AN	B	H	W	NH OPI	>TW O	Unk	Fema le	Male	Total
Fall 2017	0	0	0	0	1	20	0	0	0	8	13	21
Fall 2016	0	0	0	0	0	17	0	0	0	7	10	17
Percentage Change from Fall 2016 to Fall 2017	N/A	N/A	N/A	N/A	N/A	17.6%	N/A	N/A	N/A	14.3%	30.0 %	23.5%
Fall 2012	0	0	0	0	0	12	0	0	2	5	9	14
Percentage Change from Fall 2012 to Fall 2017	N/A	N/A	N/A	N/A	N/A	66.7%	N/A	N/A	- 100.0 %	60.0%	44.4 %	50.0%
Area for improvement , compared with national standards? (Check is yes)												
IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.												

The number of females at the executive/administrative/managerial level increased by one in fall 2017, whereas the number of males increased by three. This change resulted in the percentage of females at this level dropping from 41% in 2016 to 38% in 2017. The increase of one Hispanic at this level improved the non-White percentage from zero to 5% in 2017. Changes noted are minimal, not significant.

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

USF Tampa

Areas of Improvement Pertaining to Employment Identified in 2017 Report

The university will maintain its efforts to increase applicant pools, advertise in minority publications, use target of opportunity efforts, and engage in outreaches to minority and women faculty members in recruiting efforts. Best practice guidelines will continue to be provided to chairs of search committees, and it will be recommended that those chairs attend a best practices workshop offered by the Office of Diversity, Inclusion and Equal Opportunity.

Achievement Report of Areas of Improvement Pertaining to Employment Identified in Previous Report, 2016

Our analysis of 48 peer and aspirational research institutions with which USF compares itself shows that we fare quite favorably in our minority and gender composition. Overall, slight increases in the proportions of non-White and female faculty members were realized, particularly at the junior faculty (non-tenured but tenure track) level where changes in recruiting practices are most likely to be manifested. Diversity in STEM areas remains challenging, and will require a continued focus and effort in order to obtain even marginal results.

USF St. Petersburg

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 mathematics “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 USFSP implemented last fall.

College Scheduler was implemented as a pilot for the USF System and is working well. Archivum/Civitas, a case management system was implemented last fall along with an early alert system within Canvas, the LMS. It is overseen by the USFSP Student Success Team that was formed last fall.

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 also hired a completion specialist and developed two workgroups that report to the SEM: one focused on retention and one focused on completion.

USFSP also began focusing on class scheduling to reduce scheduling conflicts, provide greater access to students who need flexibility in their schedule, and balanced course array across all daytime and evening hours. USFSP also revamped practices related to students placed on academic probation so that they would receive needed assistance in order to return to good standing.

Achievement Report for Areas of Improvement Pertaining to Academic Services

Two years ago, USFSP implemented COMPASS, a comprehensive first-year experience program that provided activities designed to target the needs of first year students, success strategies and peer coaching that resulted into a successful integration of first year students into the academic and socio-cultural communities at USFSP. Compass upper-division peer coaches help guide first-year students to be successfully involved on campus, in the classroom and with faculty. 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.

USF Sarasota-Manatee

Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment (This Year)	Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified (Identified Last Year)
<p>Maintain outreach/recruitment efforts to recruit and enroll a diverse student population and increase the number of qualified students from underrepresented populations in our pathways to enroll at USF Sarasota-Manatee.</p> <p>Continue to provide individual assistance to students with the application process focusing on first-generation college students and students from underrepresented populations.</p> <p>Maintain positive relationships with community-based organizations and support their efforts where possible.</p> <p>Expand the FUSE Program with the State College of Florida Manatee-Sarasota to promote an alternative pathway to USF Sarasota-Manatee for students from underrepresented populations who may not meet the freshmen admissions criteria.</p> <p>Continue the Green2Gold workshops and Persistence Committee efforts to increase student retention.</p> <p>Ensure that the new on-site Counselor starting in Fall Semester 2018 provides ongoing mental health services to USF Sarasota-Manatee students.</p>	<p>Outreach efforts identified in last year's report were successful as USF Sarasota-Manatee had an increase in enrollment of students from underrepresented populations.</p> <p>The USF Sarasota-Manatee Summer Bridge Program for new FTIC had 41% of the 22 students in the program who were from underrepresented populations.</p> <p>Efforts to focus on first-generation college and underrepresented students in the Sarasota/Manatee communities were strengthened by the bilingual Spanish-speaking admissions counselor, as well as the hiring of an admissions counselor for diversity recruitment. These staff members worked closely with applicants from underrepresented populations and community-based organizations.</p> <p>USF Sarasota-Manatee financial aid staff continued to present information at FAFSA workshops and parent nights throughout the community.</p> <p>USF Sarasota-Manatee Admissions also hosted the Take Stock in Children organizations from Sarasota and Manatee counties for multiple college kick-off events that presented information on college admissions, financial aid, etc.</p> <p>USF Sarasota-Manatee Admissions staff were also part of the planning and hosting of multiple diversity roundtables in 2017 with community partners and leaders from underrepresented populations to elicit feedback on how USFSM can increase diversity on campus.</p> <p>USF Sarasota-Manatee Admissions continued to offer instant admission decisions at local high schools, which provides students with one on one</p>

admissions guidance. USF Sarasota-Manatee also hosted students from community-based organizations for instant admission decisions during recruitment events on campus.

The USF Sarasota-Manatee FUSE Program with the State College of Florida Manatee-Sarasota also launched in early 2017 adding to the assistance provided to transfer students from the largest transfer feeder school.

PART VII. Protected-Class Representation in the Tenure Process

Representation of females and protected class minorities within the tenure process at each stage shall be documented. Each university is required to address: (1) disparities identified from comparing protected-class success rates to the success rates for the majority race, and (2) disparities identified from comparing the success rates of females to **the success rate of males**. **Include in the narrative a description of the university’s guidelines for equitable assignments for instructional faculty.**

USF Tampa

Table 1a. Protected-Class Representation in the Tenure Process, 2016-17

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
MALES					
American Indian or Alaskan Native					
Asian	9				9
Black or African American	1				1
Hispanic	3		1		2
Native Hawaiian/Other Pacific					
Two or More Races					
White	9	1			8
Other, Not Reported					
Total Male (Include Other, Not Reported)	22	1	1		20
FEMALES					
American Indian or Alaskan Native					
Asian	4				4
Black or African American	2				2
Hispanic	1				1
Native Hawaiian/Other Pacific					
Two or More Races					
White	15	1			14
Other, Not Reported					
Total Female (Include Other, Not Reported)	22	1			21
GRAND TOTAL	44	2	1	0	41

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 1a, a total of 44 individuals were considered for tenure in the 2016-17 academic year in Academic Affairs and USF Health at USF Tampa. Of these, 22 were males and 22 were females. There were two denials, one White female and one White male. All non-White candidates were granted tenure.

USF St. Petersburg

Table 1b. Protected-Class Representation in the Tenure Process, 2016-17

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
MALES					
American Indian or Alaskan Native					
Asian	1				1
Black or African American					
Hispanic					
Native Hawaiian/Other Pacific					
Two or More Races					
White	2				2
Other, Not Reported					
Total Male (Include Other, Not Reported)	3				3
FEMALES					
American Indian or Alaskan Native					
Asian	1				1
Black or African American					
Hispanic	1				1
Native Hawaiian/Other Pacific					
Two or More Races					
White	3				
Other, Not Reported					
Total Female (Include Other, Not Reported)					
GRAND TOTAL	5				5

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.

One faculty member (WM) was tenured and promoted to the rank of Full Professor; six faculty (representing 1 WM, 2 WF, 1 HM, 1 HF and 1 AM) were tenured and promoted to the rank of Associate Professor, and one (WF) was promoted to Assistant Librarian.

USFSM

Table 1c. Protected-Class Representation in the Tenure Process, 2016-17

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
MALES					
American Indian or Alaskan Native					
Asian					
Black or African American					
Hispanic					
Native Hawaiian/Other Pacific					
Two or More Races					
White	3				3
Other, Not Reported					
Total Male (Include Other, Not Reported)	3				3
FEMALES					
American Indian or Alaskan Native					
Asian					
Black or African American					
Hispanic					
Native Hawaiian/Other Pacific					
Two or More Races					
White					
Other, Not Reported					
Total Female (Include Other, Not Reported)					
GRAND TOTAL	3				3

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.

PART VIII. Promotion and Tenure Committee Composition

Faculty on tenure and promotion committees, although varying considerably across different disciplines, represent the diversity of our faculty. Our faculty as a whole continues to become more diverse as we grow 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 Tampa

Table 1a: Promotion and Tenure Committee Composition, AY 2016-17																		
Type of Committee	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee																		
Arts & Sciences																		
Anthropology	0	0	0	0	0	0	0	0	0	2	0	0	4	4	0	0	4	6
Cell Biology, Microbiology, and Molecular Biology	0	0	0	0	1	2	0	0	0	0	0	0	4	3	0	0	5	5
Chemistry	0	0	0	0	1	0	0	0	0	0	0	0	6	2	0	0	7	2
Communication	0	1	0	0	1	1	0	0	0	0	0	0	3	4	0	0	4	6
Humanities & Cultural Studies	0	0	0	0	0	0	0	0	0	0	0	0	3	2	0	0	3	2
Integrative Biology	0	0	0	0	0	0	0	0	0	0	0	0	5	2	0	0	5	2
Mathematics & Statistics	0	0	0	0	6	0	0	0	0	0	0	0	14	2	0	0	20	2
Philosophy	0	0	0	0	0	1	0	0	0	0	0	0	11	1	0	0	11	2
Psychology	0	0	0	0	0	0	0	0	0	0	0	0	4	1	0	0	4	1
School of Information	1	0	0	0	1	1	0	0	0	1	0	0	2	1	0	0	4	3
Sociology	1	0	0	0	0	0	0	0	0	0	0	0	4	7	0	0	5	7
World Languages	0	0	0	0	0	1	0	0	2	1	0	0	3	8	0	0	5	10
Behavioral & Community Sciences																		
Child & Family Studies	0	0	0	0	0	2	0	0	1	1	0	0	4	6	0	0	5	9
Communication Sciences & Disorders	0	0	0	0	0	0	0	0	0	0	0	0	3	2	0	0	3	2
Criminology	1	0	0	0	0	0	0	0	0	0	0	0	5	3	0	0	6	3
Mental Health Law & Policy	1	0	0	0	0	0	0	0	0	0	0	0	7	3	0	0	8	3
School of Aging Studies	0	0	0	0	0	0	0	0	0	0	0	0	3	2	0	0	3	2
Business																		

Board of Trustees Meeting - New Business - Consent agenda

Finance	0	0	0	0	0	0	0	0	0	0	0	0	3	1	0	0	3	1
Information Systems/ Decision Sciences	0	0	0	0	3	0	0	0	0	0	0	0	8	1	0	0	11	1
Marketing	0	0	0	0	1	0	0	0	0	0	0	0	7	0	0	0	8	0
Education																		
Educational & Psychological Studies	0	1	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	5
Teaching & Learning	0	2	0	0	0	3	0	0	0	1	0	0	8	1	0	0	8	18
Engineering																		
Chemical & Biomedical	0	0	0	0	2	0	0	0	0	0	0	0	4	0	0	0	6	0
Civil & Environmental	0	1	3	2	0	0	0	0	2	0	0	0	6	2	0	0	11	5
Computer Science & Engineering	0	0	0	0	2	0	0	0	2	0	0	0	3	0	0	0	7	0
Electrical	0	0	0	0	5	2	0	0	1	0	0	0	10	0	0	0	16	2
Marine Science	0	0	0	1	1	0	0	0	2	0	0	0	11	2	0	0	14	3
The Arts																		
School of Architecture & Community Design	1	0	0	0	0	0	0	0	0	0	0	0	5	1	0	0	6	1
School of Music	0	0	0	0	1	1	0	0	0	0	0	0	12	3	0	0	13	4
School of Theatre & Dance	0	1	0	0	0	0	0	0	0	1	0	0	3	1	0	0	3	3
USF Libraries																		
Academic Services	0	0	0	0	0	0	0	0	0	0	0	0	2	3	0	0	2	3
Special Collections	0	0	0	0	0	0	0	0	0	0	0	0	2	3	0	0	2	3
Morsani College of Medicine																		
Cardiovascular Sciences	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
Internal Medicine	0	0	0	0	0	0	0	0	0	0	0	0	6	1	0	0	6	1
Molecular Medicine	0	0	0	0	1	0	0	0	0	0	0	0	2	2	0	0	3	2
Molecular Pharmacology and Physiology	0	0	0	0	1	1	0	0	1	0	0	0	3	1	0	0	5	2
Neurology	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
Obstetrics & Gynecology	0	0	0	0	0	0	0	0	0	0	0	0	6	3	0	0	6	3
Oncologic Sciences	0	0	0	0	2	0	0	0	0	0	0	0	6	6	0	0	8	6
Ophthalmology	0	0	0	0	0	0	0	0	1	0	0	0	2	0	0	0	3	0
Otolaryngology	0	0	0	0	1	0	0	0	0	0	0	0	2	0	0	0	3	0
Pathology and Cell Biology	0	0	0	0	1	0	0	0	0	0	0	0	2	2	0	0	3	2
Pediatrics	0	0	0	0	0	0	0	0	1	0	0	0	3	5	0	0	4	5
Psychiatry and Behavioral Neurosciences	0	0	0	0	0	0	0	0	1	0	0	0	0	2	0	0	1	2
Surgery	1	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	6	0

Nursing	0	0	0	0	1	0	0	0	0	1	0	0	1	1	1	0	0	2	12
Pharmacy																			
Pharmaceutical Sciences	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	2	1	
Pharmacotherapeutics and Clinical Research	0	1	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	4	
Public Health																			
Environmental & Occupational Health	1	0	0	0	0	0	0	0	0	0	0	0	6	1	0	0	7	1	
Epidemiology & Biostatistics	1	0	0	0	1	0	0	0	0	0	0	1	1	0	0	3	1		
Global Health	0	0	0	0	0	0	0	0	1	0	0	0	3	0	0	0	4	0	
Health Policy & Management	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1		

USF St. Petersburg

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
University Committee													4	1			4	1
College of Arts & Sciences													1	2			1	2
College of Business					1					1			5				6	1
College of Education		1											3	1			3	2

Faculty members on tenure and promotion committees represent the diversity of our faculty. Our 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 2016-17

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	1				1								3	3			5	3
College of Liberal Arts & Social Sciences																	0	0
College of Business																	0	0
College of Science & Mathematics	1					1							1	2			2	3
College of Hospitality & Tourism Management													1	1			1	1

USF Sarasota-Manatee has only about one-fourth of its faculty in tenured and tenure-earning positions. The make-up of the committee reflects the racial/ethnic and gender diversity of the tenured faculty.

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	\$ 35,165
II) Salary Counter Offers and Preventive Offers	Retention of qualified under-represented faculty members and administrators through salary preventive offers and counter offers	\$ 15,052
III) Internal and External Market Equity Program	Adjust salaries of employees in light of salary compressions and comparisons of salaries of similarly situated employees	\$ 328,340
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	\$ 99,469
V) Employee Tuition Program (HR)	Facilitate professional development and upward mobility of USF employees through educational leave and tuition reimbursement (women and minorities)	\$ 1,813,983
VI) Target of Opportunity Program	Increase the number of faculty in underutilized disciplines through direct or spousal hires	\$ 0
Total		\$ 2,292,009

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 Governance Committee, the Board Chair and the full Board completed the President's 2016-17 evaluation at their December 14, 2017 meeting. The evaluation and self-assessment is available on the BOT website.

Below is the link to the BOT website where the document for the President's evaluation is located: <http://www.usf.edu/system/board-of-trustees/bot-meeting-archives.aspx>.

In sum, the assessment was excellent performance "exceeds expectations in majority of areas" based on the goals established by the USF Board of Trustees Chair, BOT Governance Committee and the President. The Board Chair stated "he consulted with many key external stakeholders such as BOG Chair Tom Kuntz, Chancellor Marshall Criser, as well as many local and state leaders."

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. A few highlights included USF Tampa ranked #6 in the country and #1 in the state of Florida to eliminate the achievement gap of African American students by the Educational Trust; the USF System was named the #1 producing institution in the US for Fulbright Scholars. USF received attention for extraordinary record breaking numbers for Total Research Expenditures; surpassed its \$1 billion fundraising goal; and was in the top tier for SUS performance based funding. Most importantly, USF Tampa achieved 11 of the 12 metrics for preeminence and should be designated during the next legislative session.

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 96% for performance.

C. Top Administrators' 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 Sr. Vice Presidents that 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: no longer employed at USF and dissolved position
- Regional Chancellor USF St. Petersburg: evaluation did not occur due to RC being let go and evaluation did not occur
- Regional Chancellor USF Sarasota-Manatee: evaluation did not occur due to RC resigning; interim was in place at the time

Appendices

Appendix A
2018 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
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Ramya Thiagarajan, Office of Decision Support USF Tampa
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Dr. Bonnie Jones, USF Sarasota-Manatee
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Carmen Goldsmith, USF Tampa Division of Student Affairs and Student Success
Dr. Dwayne Smith, Office of the Provost USF Tampa
Marquita Armstead, Intercollegiate Athletics USF Tampa
Dr. Gretchen Koehler, USF Health Tampa
Dr. Cindy Visot, Office of the System President

Appendix B

2018 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) prior to Summer 2010, the classes were Black (B), non-Hispanic; Hispanic (H); Asian/Pacific Islander (A/PI); and American Indian/Alaska Native (AI/AN) and (2) beginning Summer 2010, the classes were Black or African American (B); Hispanic (H); Asian (A); Native Hawaiian or Other Pacific Islander (NH/OPI); American Indian/Alaska Native (AI/AN); and Two or More Races (\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 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 2016-2017.

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 charts with zeroes to present a complete report. Measures of equity in TAB 3 with charts are:

- Chart 1. First Time in College Enrollment, Previous Academic Year (AY)
- Chart 2. Florida State College System A.A. Transfers, Previous AY
- Chart 3. Retention of Full-time FTICs Entering Previous AY, After One Year
- Chart 4. Graduation Rate of Full-Time FTICs After Six Years
- Chart 5. Bachelor's Degrees Awarded, Previous AY
- Chart 6. Master's Degrees Awarded, Previous AY
- Chart 7. Doctoral Degrees Awarded, Previous AY
- Chart 8. First Professional Degrees Awarded, Previous AY

- B. An analysis of the information on each chart shall be prepared annually by each university using the results of TAB 3, Charts 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, Charts 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 chart 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.

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 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, Chart 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**, Chart 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 Chart 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 Charts 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 2016, the IPEDS Fall Staff 2015 report will be used. It should be compared with the IPEDS Fall Staff 2014 and 2010 reports. Due to the change in IPEDS race/ethnicity codes, percent change data will not be provided for the following: (1) Asian for 2006 to 2011, (2) Asian/Pacific Islander for 2006 to 2011, (3) Asian/Pacific Islander for 2010 to 2011, (4) Native Hawaiian or Other Pacific Islander for 2006 to 2011, and (5) Two or more races: 2006 to 2011.

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 Charts entitled "Areas of Improvement Pertaining to **"X"** Identified in the September 2015 Report." Progress on the "Areas for Improvement" established in the prior year will be reported in the right-hand section of the Charts entitled, "Achievement Report for Areas of Improvement Pertaining to **"X"** Identified in Previous Report, June 2014."

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 2013" 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

2017-18: *Highlights*

Presented to:

USF Academic & Campus Environment Committee

August 27, 2018

Haywood L. Brown, M.D., Vice President of Diversity, Inclusion, & Equal Opportunity

Cecil Howard, J.D., Associate Vice President of Diversity, Inclusion, & Equal Opportunity

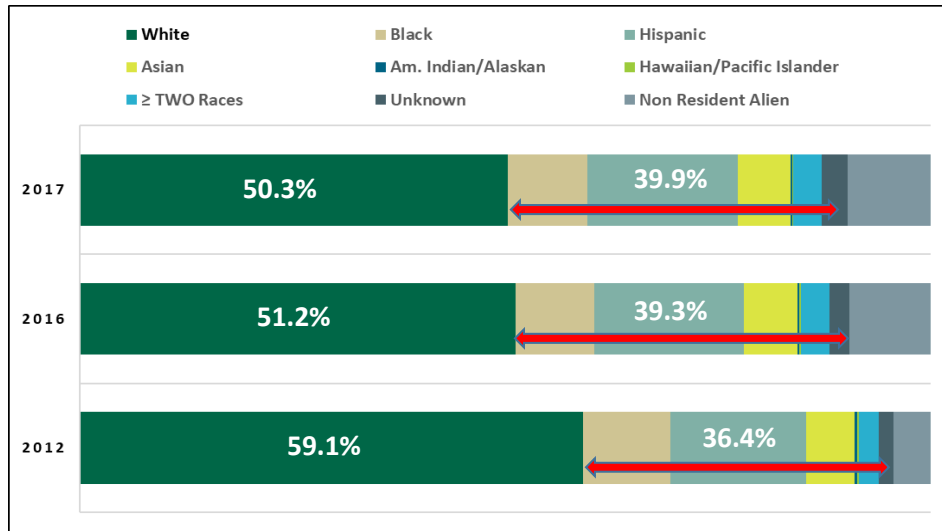


Background

- 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 2017 Race, Ethnicity, Gender; IPEDS)

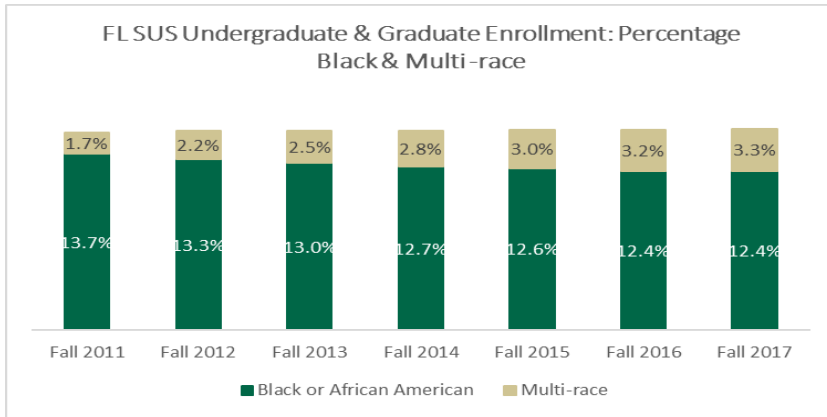
	USF Tampa	USFSP	USFSM
White	47.9%	64.1%	68.8%
Black	9.8%	8.2%	5.5%
Hispanic	17.8%	16.4%	15.5%
Asian	6.7%	3.2%	2.6%
AI/AN	0.2%	0.3%	0.4%
NH/OPI	0.2%	0.1%	0.0%
≥ TWO Races	3.4%	3.9%	2.6%
Unknown	3.0%	3.0%	2.4%
NRA	11.1%	0.8%	2.3%
Percentage Female	54.6%	62.8%	61.4%

Fall 2017 Enrollments	White	Black	Hispanic	Asian	AI/AN	NH/OPI	≥ TWO Races	Unknown	NRA	Percent Female
Undergraduate	51.0%	10.0%	19.9%	6.2%	0.2%	0.2%	4.0%	2.8%	5.8%	57.1%
Graduate	49.3%	8.1%	10.7%	5.8%	0.2%	0.1%	1.9%	3.4%	20.5%	57.6%

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

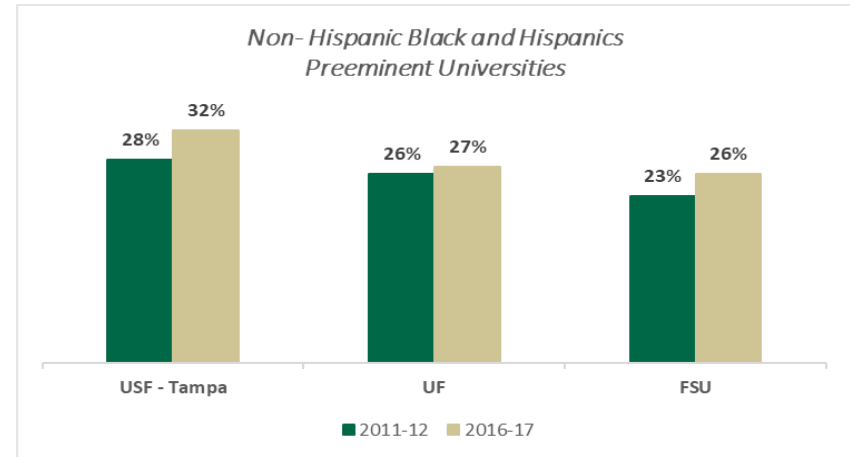
Student Enrollment & Success: SUS Comparisons

Enrollments



USF System			
Year	Black	Multi-Race	TOTAL
2012	10.2%	2.3%	12.5%
2017	9.4%	3.4%	12.8%
Change	-0.8%	1.1%	0.3%

Undergraduate Degrees Awarded (Percentage of Total)

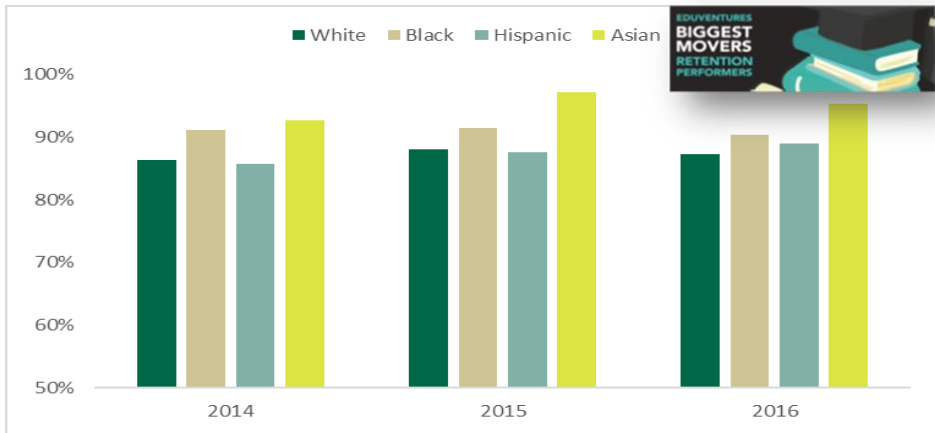


Source: SUS FL BOG
USF System Office of Decision Support

Student Success (Undergraduate; USF System)

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

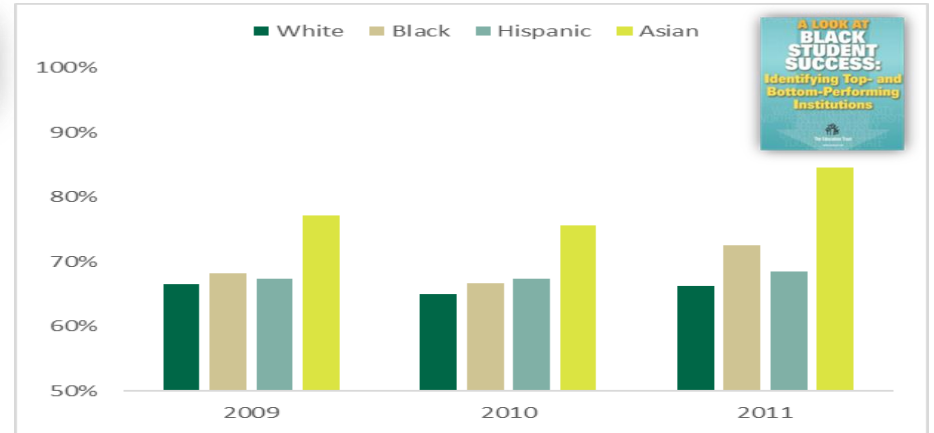
Cohort	White	Black	Hispanic	Asian	Am. Indian/ Alaskan	Hawaiian/Pa cific Islander	≥ TWO Races	Unknown	Non Resident Alien	1yr Retention Rate
2016	87.3%	90.3%	89.0%	95.3%	100.0%	71.4%	86.3%	89.8%	90.7%	89%
2015	88.0%	91.5%	87.6%	97.1%	66.7%	80.0%	82.3%	87.9%	90.8%	89%
2014	86.4%	91.2%	85.7%	92.7%	100.0%	90.0%	84.7%	93.0%	93.5%	87%



See Equity Report Part III, Tables 3b – 3d for Retention of Full-Time FTIC, 2014,2015,2016 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 Grad.Rate
2011	66.3%	72.6%	68.5%	84.6%	33.3%	100.0%	65.2%	66.7%	81.2%	69%
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%

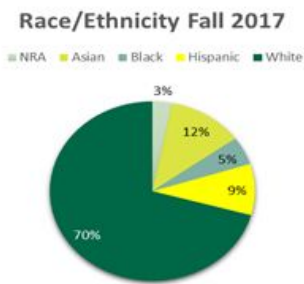


See Equity Report Part III, Tables 4b – 4d for 6-yr Graduation Rates of Full-Time FTIC, 2009, 2010, 2011 Cohorts, for individual intuition data, Race/Ethnicity and Gender.

Employment Highlights: USF System

All USF System Faculty

Gender:
Men: 54%
Women: 46%



USF Tampa Rank re: 44 AAU and AAU Aspirant Institutions	
% Total Minority	12 th
% Black	7 th
% Hispanic	1 st
% Asian	25 th
% Women	5 th
% Women with Tenure	14 th
Source: IPEDS HR Fall 2016 Data	

See Equity Report Part V for detailed information.

New Hires to Key Leadership Positions



Haywood L. Brown, M.D.
Vice President of Diversity, Inclusion & Equal Opportunity



Fai R. Howard
Assistant Dean
Undergraduate Studies



Olufunke A. Fontenot, Ph.D.
Interim Regional Vice Chancellor of Academic Affairs



Melissa R. Irvin
Assistant Dean
Undergraduate Studies

Title IX: USF System Implementation

- Federally mandated training for Title IX staff, investigators, and key stakeholders provided annually by DCEO
- 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
- Regarding gender equity in Athletics, the USF System is in compliance on the basis of substantial proportionality
- File a complaint with DCEO at <http://www.usf.edu/diversity/> or anonymously through Ethics Point at <http://www.ethicspoint.com>
- Title IX Conference February 8, 2019

Agenda Item: FL 109

USF Board of Trustees
September 4, 2018

Issue: Approval of Audit & Compliance Committee (ACC) Charter Revisions

Proposed action: Approve amendment of the ACC charter.

Executive Summary:

In accordance with the Institute of Internal Auditors' International Standards for the Professional Practice of Internal Auditing (IIA Standards) and Board of Governors' (BOG) regulation 4.002 (6)(e), the USF System Audit internal auditing activity underwent an external quality assurance review (QAR). This review was conducted as a Self-assessment with Independent Validation. Based on the review, it was determined the audit activity "generally conforms" to the IIA Standards and Code of Ethics. "Generally conforms" is the highest level of achievement and means the relevant structures, policies, and procedures comply with the standards and Code of Ethics in all material respects. While no conformance gaps were identified, three recommendations were made for continued improvement towards best practices.

As a result, the ACC charter was reviewed and the attached tracked changes are recommended in order to:

- implement QAR best practices recommendations;
- better align with BOG regulations; and
- create a clear mechanism for future charter amendments.

Financial Impact: N/A

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

BOT Committee Review Date: Audit & Compliance - 08/27/2018

Supporting Documentation Online (please circle): Yes No

Revised ACC Charter (blackline format)

Revised ACC Charter (clean format)

USF System or Institution specific: USF System

Prepared by: Virginia Kalil, Executive Director, USF System Audit



USF Board of Trustees Audit And Compliance Committee Charter

I. Purpose

The Audit and Compliance Committee ("Committee") is established in accordance with the Florida Board of Governors Regulation 4.002(2) and 4.003(3). The Committee is appointed by the University of South Florida Board of Trustees ("Board") Chair to assist the Board in its oversight responsibilities. This charter identifies the purpose, authority, and responsibilities of the Committee. The Committee plays a key role in fulfilling the Board's governance responsibilities throughout the University of South Florida System ("USF System") including its direct support organizations ("DSOs").

II. Membership and Composition

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

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

III. Meetings

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

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

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

Audit and Compliance Committee Charter

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

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

IV. Authority and Governance

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

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

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

V. Responsibilities

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

A. Internal Controls

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

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

Audit and Compliance Committee Charter

B. Data Integrity

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

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

C. Financial Statements

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

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

D. External Audit

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

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

Perform annual reviews of DSOs' audit and financial reports in accordance with - ~~{BOT Policy 07-001, 4.}~~

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

Audit and Compliance Committee Charter

E. Internal Audit

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

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

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

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

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

Consult with the President, through the Committee Chair, on the hiring, dismissal, and compensation of the Chief Audit Executive in accordance with USF System Policy 0-100, IV.B.2.(d).

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

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

F. Compliance & Ethics Program

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

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

Audit and Compliance Committee Charter

Review the effectiveness of the USF System Compliance & Ethics Program in preventing or detecting noncompliance, unethical behavior, and criminal misconduct and ensure that it has appropriate standing and visibility across the USF System.

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

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

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

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

Consult with the President, through the Committee Chair, on the hiring, dismissal, and compensation of the Chief Compliance Officer in accordance with USF System Policy 0-100, IV.B.2.(d).

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

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

G. Reporting Responsibilities

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

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

Audit and Compliance Committee Charter

H. Evaluating Performance

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

DRAFT

Audit and Compliance Committee Charter

VI. Charter Amendment, Review, and Approval

The charter for the USF System Board of Trustees Audit and Compliance Committee may be altered, amended, or repealed by a majority vote of the Board members in attendance at any regular meeting, when notice of the proposed amendment or repeal is provided in the meeting notice. This charter shall be reviewed at least every three (3) years for consistency with applicable Board of Governors and USF System regulations, professional standards, and best practices. A copy of the approved charter and any subsequent changes shall be provided to the Board of Governors.

Brian D. Lamb, Chair, Board of Trustees

Approved on: _____

Nancy H. Watkins, Chair of the Board of Trustees
Audit & Compliance Committee

Approved on: _____

Judy L. Genshaft, USF System President

Approved on: _____



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

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

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

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

Audit and Compliance Committee Charter

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

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

IV. Authority and Governance

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

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

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

V. Responsibilities

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

A. Internal Controls

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

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

Audit and Compliance Committee Charter

B. Data Integrity

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

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

C. Financial Statements

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

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

D. External Audit

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

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

Perform annual reviews of DSOs' audit and financial reports in accordance with BOT Policy 07-001, 4.

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

Audit and Compliance Committee Charter

E. Internal Audit

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

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

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

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

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

Consult with the President, through the Committee Chair, on the hiring, dismissal, and compensation of the Chief Audit Executive in accordance with USF System Policy 0-100, IV.B.2.(d).

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

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

F. Compliance & Ethics Program

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

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

Audit and Compliance Committee Charter

Review the effectiveness of the USF System Compliance & Ethics Program in preventing or detecting noncompliance, unethical behavior, and criminal misconduct and ensure that it has appropriate standing and visibility across the USF System.

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

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

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

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

Consult with the President, through the Committee Chair, on the hiring, dismissal, and compensation of the Chief Compliance Officer in accordance with USF System Policy 0-100, IV.B.2.(d).

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

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

G. Reporting Responsibilities

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

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

Audit and Compliance Committee Charter

H. Evaluating Performance

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

VI. Charter Amendment, Review, and Approval

The charter for the USF System Board of Trustees Audit and Compliance Committee may be altered, amended, or repealed by a majority vote of the Board members in attendance at any regular meeting, when notice of the proposed amendment or repeal is provided in the meeting notice. This charter shall be reviewed at least every three (3) years for consistency with applicable Board of Governors and USF System regulations, professional standards, and best practices. A copy of the approved charter and any subsequent changes shall be provided to the Board of Governors.

Brian D. Lamb, Chair, Board of Trustees

Approved on: _____

Nancy H. Watkins, Chair of the Board of Trustees
Audit & Compliance Committee

Approved on: _____

Judy L. Genshaft, USF System President

Approved on: _____

Agenda Item: FL 110

USF Board of Trustees
September 4, 2018

Issue: 2018-19 Operating Budget

Proposed action:

- 1) Approve 2018-19 Operating Budget.

 - 2) Authorize the President (or the Designee) to implement budget amendments issued by the state during the fiscal year or other changes approved by the Board Chair.
-

Executive Summary:

The USF System Board of Trustees (the BOT) is required to adopt an annual budget for the operation of the University prior to July 1 of each year for the State Comptroller to process cash releases of state funds.

On June 12, 2018, the BOT approved a 2018-19 continuation operating budget at last year's level with the understanding that the USF System would prepare a 2018-19 budget for submission to the Board of Governors (BOG) by August 21, 2018 and for presentation to the Board of Trustees at this meeting.

The USF System 2018-19 operating budget excluding Direct Support Organizations (DSOs) and carry forward totals \$1.84B, an increase of \$43.5M or 2% over the previous year's budget. The increase resulted primarily from increased state support and tuition, contracts and grants as well auxiliary enterprises.

Financial Impact: See attached.

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

Committee Review Date: Finance Committee - 8/27/2018

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

USF System or Institution specific: USF System

Prepared by: Resource Management & Analysis

2018-19 OPERATING BUDGET OVERVIEW

University Board of Trustees Finance Workgroup
August 27, 2018

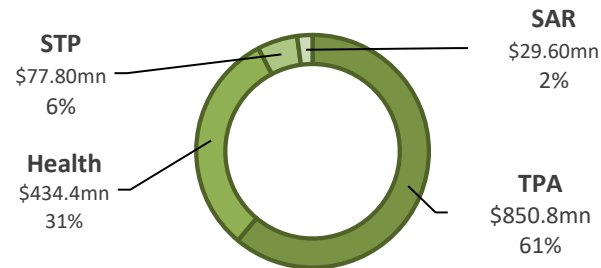




USF SYSTEM OPERATING BUDGET EXECUTIVE SUMMARY

- The ‘all-source’ USF System budget for FY19 is \$1.84B and has increased \$43.5M/2% from last fiscal year
- Excluding DSO’s, there are four budget entities within the USF System:

➤ USF TPA	\$850.8M
➤ USF Health	\$434.4M
➤ USF St. Petersburg	\$ 77.8M
➤ USF Sarasota-Manatee	\$ 29.6M*



- Incremental state funds were awarded through various incentive programs. However, the increased amounts are smaller than the increases provided during the previous fiscal year (SUS FY18 to FY19 increase was \$122M smaller than the increase from FY17 to FY18)
- ***USF Tampa is now among the state’s Preeminent universities which provides incremental funds for the achievement of the established metrics. These funds are designated for strategic investments***

* - SM total includes an internal transfer pending



STATE FUNDS INCREMENTAL FOR FY19

Significantly smaller increases in 'incentive-based' funds were made available in this FY compared to last....

New Incremental Funds by Program	2018-19	2017-18	Change
Performance Based Incentives	20,000,000	20,000,000	-
World Class Scholars	20,000,000	70,561,143	(50,561,143)
Professional and Graduate Degree Excellence	10,000,000	50,000,000	(40,000,000)
Preeminence and Emerging Preeminence	20,000,000	52,000,000	(32,000,000)
Total	\$ 70,000,000	\$ 192,561,143	\$ (122,561,143)

In addition, although USF tied for 3rd place in Performance Based Funding, the tie-breaker eliminated 'bonus' funds that are enjoyed by the top-three....

FY 2019	USF Tampa (inc. USF Health)	USF St. Petersburg	USF Sarasota-Manatee	USF SYSTEM
Recurring	\$ 2,428,984	\$ 201,703	\$ 90,196	\$ 2,720,883
One-time	\$ -	\$ -	\$ -	\$ -
FY 2018	USF Tampa (inc. USF Health)	USF St. Petersburg	USF Sarasota-Manatee	USF SYSTEM
Recurring	\$ 2,352,159	\$ 186,853	\$ 82,412	\$ 2,621,424
One-time	\$ 9,391,679	\$ 746,064	\$ 329,054	\$ 10,466,797
FY19 vs. FY18	USF Tampa (inc. USF Health)	USF St. Petersburg	USF Sarasota-Manatee	USF SYSTEM
Recurring	\$ 76,825	\$ 14,850	\$ 7,784	\$ 99,459
One-time	\$ (9,391,679)	\$ (746,064)	\$ (329,054)	\$ (10,466,797)



STATE FUNDS INCREMENTAL FOR USF IN FY19

The USF System received \$13M in new funds compared to almost \$38M in FY18

New State Funds (FY 2019)	Recurring / One-Time	USF Tampa (inc. USF Health)	USF St. Petersburg	USF Sarasota-Manatee	USF SYSTEM
Performance Based Funding (PBF)	Recurring	2,428,984	201,703	90,196	2,720,883
	One-time	-	-	-	-
World Class Scholars (WCS)	Recurring	2,681,056	196,103	69,008	2,946,167
Professional & Graduate Excellence (PGE)	Recurring	1,154,950	40,096	12,662	1,207,708
Preeminence (PE)	Recurring	6,153,846			6,153,846
TOTAL		\$ 12,418,836	\$ 437,902	\$ 171,866	\$ 13,028,604
<i>Percent of total</i>		95.3%	3.4%	1.3%	100.0%
New State Funds (FY 2018)		USF Tampa (inc. USF Health)	USF St. Petersburg	USF Sarasota-Manatee	USF SYSTEM
Performance Based Funding (PBF)	Recurring	2,352,159	186,853	82,412	2,621,424
	One-time	9,391,679	746,064	329,054	10,466,797
World Class Scholars (WCS)	Recurring	9,591,283	706,948	224,362	10,522,593
Professional & Graduate Excellence (PGE)	Recurring	5,431,140	201,338	63,580	5,696,058
Emerging Preeminence (PE)	Recurring	8,666,667			8,666,667
TOTAL		\$ 35,432,928	\$ 1,841,203	\$ 699,408	\$ 37,973,539
<i>Percent of total</i>		93.3%	4.8%	1.8%	100.0%
Change		USF Tampa (inc. USF Health)	USF St. Petersburg	USF Sarasota-Manatee	USF SYSTEM
Performance Based Funding (PBF)	Recurring	76,825	14,850	7,784	99,459
	One-time	(9,391,679)	(746,064)	(329,054)	(10,466,797)
World Class Scholars (WCS)	Recurring	(6,910,227)	(510,845)	(155,354)	(7,576,426)
Professional & Graduate Excellence (PGE)	Recurring	(4,276,190)	(161,242)	(50,918)	(4,488,350)
Preeminence (PE)	Recurring	(2,512,821)	-	-	(2,512,821)
TOTAL		\$ (23,014,092)	\$ (1,403,301)	\$ (527,542)	\$ (24,944,935)

Note: All of the recurring awards from FY18 were retained



STATE FUNDS INCREMENTAL FOR FY19

However, USF also was the beneficiary of several specific state funding appropriations.....

Specific Allocation	Recurring	Non-Recurring
FL PAInT Ctr (SM)		\$ 350,000
Operational Support (STP)	\$ 750,000	
Citizen Scholar Partnership (STP)		\$ 263,458
Joint Institute for Gulf Studies (STP)		\$ 100,000
STEM Programs Support (STP)		\$1,000,000
Total Specific Appropriations	\$ 750,000	\$1,713,458



THE “COLOR OF MONEY” ¹



E&G - \$669

Grants - \$413

F/A - \$386

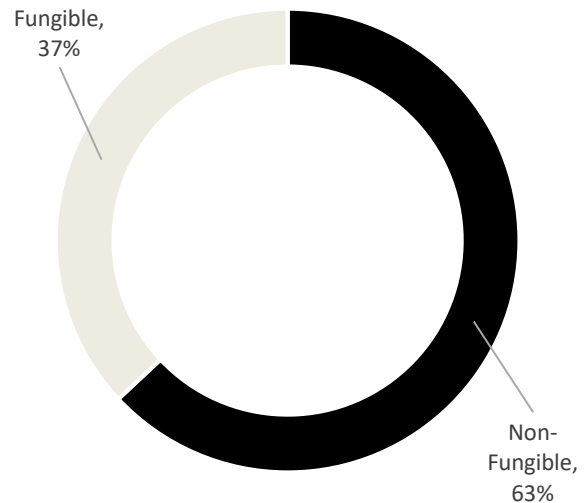
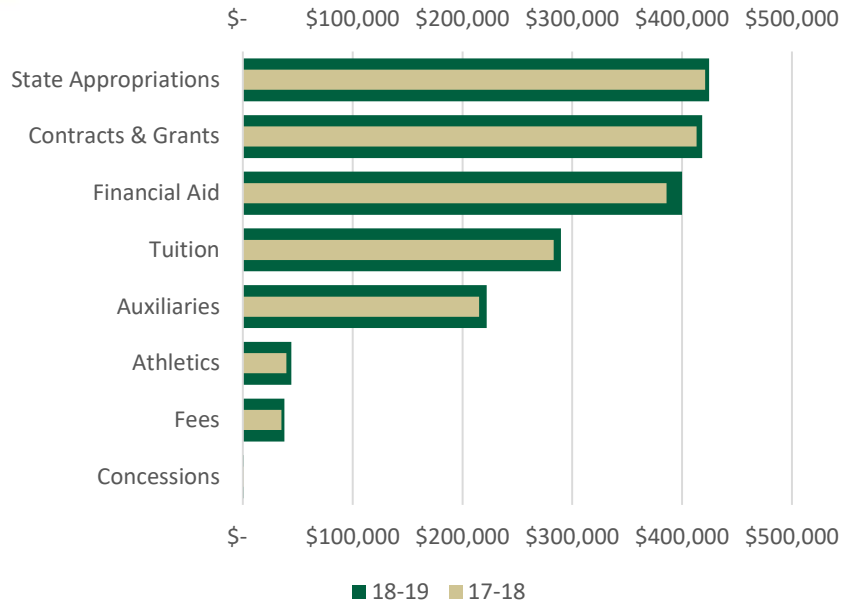
Aux - \$326

¹ Based on 2017 – 2018 budget.



USF SYSTEM 2018-19 BUDGETED SOURCES*

(In Thousands)



Funding Source	17-18	18-19	18-19 %	Change	% Change
State Appropriations	\$ 421,050	\$ 424,531	23%	\$ 3,481	1%
Contracts & Grants	\$ 413,169	\$ 418,184	23%	\$ 5,016	1%
Financial Aid	\$ 385,776	\$ 399,977	22%	\$ 14,201	4%
Tuition	\$ 282,997	\$ 289,497	16%	\$ 6,500	2%
Auxiliaries	\$ 215,240	\$ 222,120	12%	\$ 6,880	3%
Athletics	\$ 39,523	\$ 44,152	2%	\$ 4,629	12%
Fees	\$ 35,069	\$ 37,875	2%	\$ 2,806	8%
Concessions	\$ 733	\$ 701	0%	\$ (32)	-4%
Total	\$ 1,793,557	\$ 1,837,037	100%	\$ 43,481	2%

Funding Source	17-18	18-19	18-19 %	Change	% Change
Non-Fungible	\$ 1,124,736	\$ 1,157,894	63%	\$ 33,158	3%
Fungible	\$ 668,821	\$ 679,143	37%	\$ 10,323	2%
Total	\$ 1,793,557	\$ 1,837,037	100%	\$ 43,481	2%

*Excludes Direct Support Organizations (DSOs)



USF SYSTEM OPERATING BUDGET BUDGETED SOURCES HIGHLIGHTS

➤ The major budget sources for the USF System are:

- State Appropriations (23%)
 - Contracts & Grants (23%)
 - Financial Aid (22%)
 - Tuition (16%)
 - Auxiliary Operations (12%)
- } Combines for 96% of total sources

➤ Financial Aid increased the most (\$14.2M or 4%) over the prior year:

- Relates mainly to increases in Bright Futures and the Florida Student Assistance program
- In addition, Pell grant coverage is also expected to increase this FY

➤ Budget for Tuition collections is up \$6.5M or 2% as a result of sustained collections over the last three years

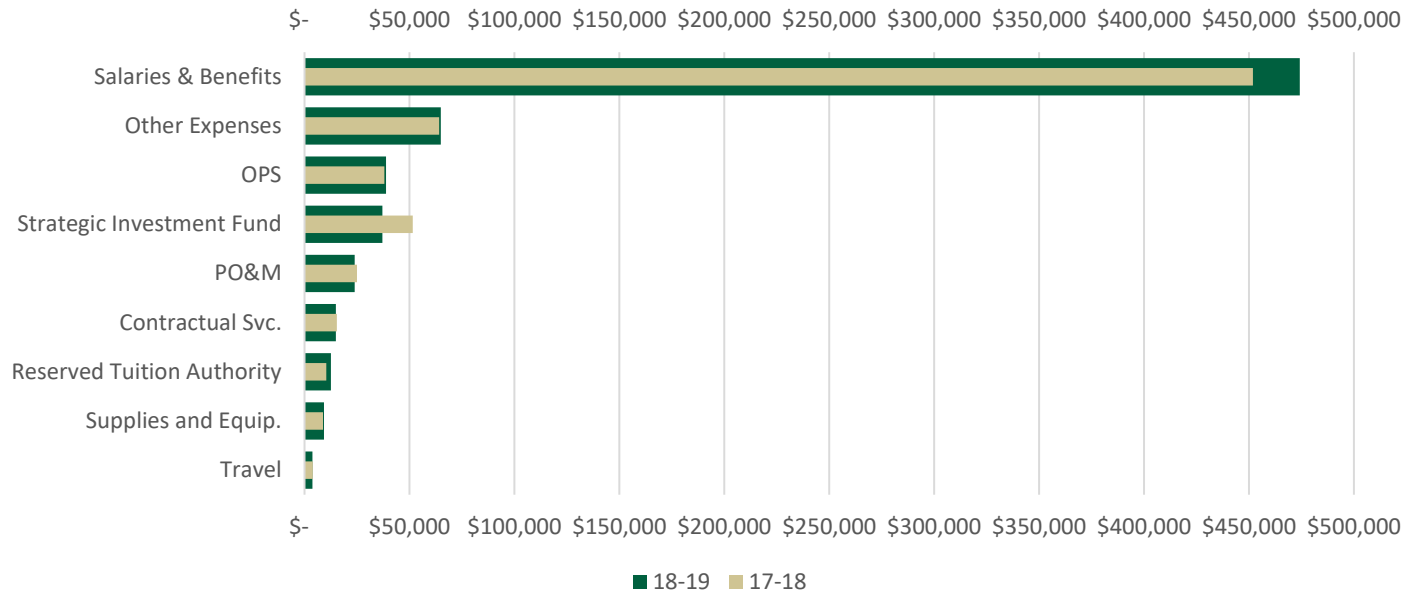
➤ The budget for Contracts & Grants expenditures are up \$5M or 1% over the previous year

➤ Auxiliaries are up, mainly due to the establishment of several new online Master’s programs in USF’s College of Public Health (+\$3.2M)



USF SYSTEM 2018-19 FUNGIBLE BUDGET BY EXPENDITURE CATEGORY

(In Thousands)



Funding Source	17-18	18-19	18-19 %	Change	% Change
Salaries & Benefits	\$ 451,922	\$ 474,190	70%	\$ 22,268	5%
Other Expenses	\$ 64,150	\$ 64,967	10%	\$ 817	1%
OPS	\$ 38,046	\$ 38,719	6%	\$ 674	2%
Strategic Investment Fund	\$ 51,463	\$ 37,040	5%	\$ (14,424)	-28%
PO&M	\$ 24,953	\$ 23,862	4%	\$ (1,091)	-4%
Contractual Svc.	\$ 15,345	\$ 14,936	2%	\$ (408)	-3%
Reserved Tuition Authority	\$ 10,361	\$ 12,512	2%	\$ 2,152	21%
Supplies and Equip.	\$ 8,748	\$ 9,164	1%	\$ 415	5%
Travel	\$ 3,834	\$ 3,754	1%	\$ (80)	-2%
Total	\$ 668,821	\$ 679,143	100%	\$ 10,323	2%



USF SYSTEM OPERATING BUDGET FUNGIBLE EXPENDITURE HIGHLIGHTS

- Overall, fungible expenditures are up \$10.3M or 2% over last FY, mainly due to salary-related actions and strategic hires
- Salaries & Benefits up 5% or \$22.3M
 - Strategic hires of Faculty (approx. \$14M)
 - Professional & Graduate Excellence
 - Preeminence funds
 - 2% salary increase for faculty, administrative and staff positions (approx. \$8M)
- Strategic Investment Fund down 28% or \$14.4M – Offset to investments made in S&B above
- Increased Reserved Tuition Authority \$2.2M or 21% - Refers to undistributed authority which may be used to push out specific allocations in the fiscal year



The following pages break out
charts and tables for each of the
four campus entities:

USF Tampa

USF Health

USF St. Petersburg

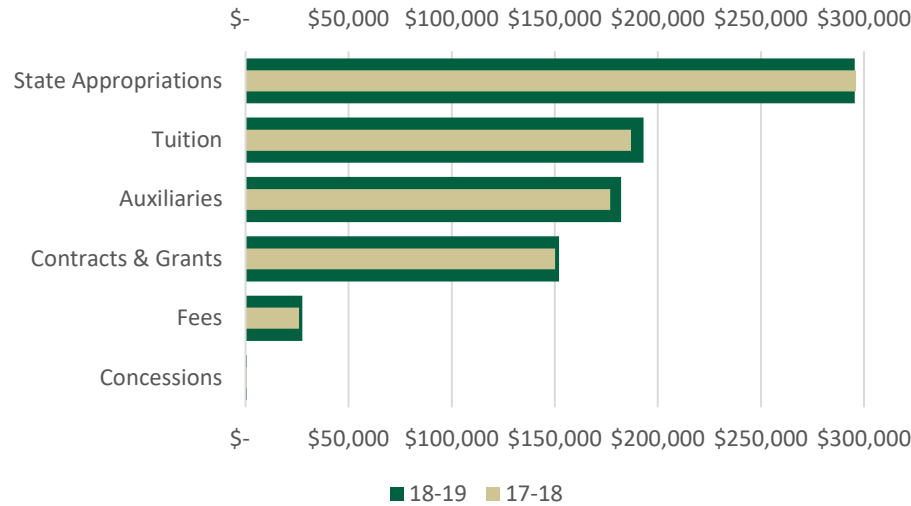
USF Sarasota-Manatee



USF TAMPA 2018-19 BUDGETED SOURCES*

(EXCLUDES SYSTEM FUNDING FOR FINANCIAL AID (\$399,977K) AND ATHLETICS (\$44,152K))

(In Thousands)



Funding Source	17-18	18-19	18-19 %	Change	% Change
State Appropriations	\$ 296,170	\$ 295,492	35%	\$ (679)	0%
Tuition	\$ 187,000	\$ 193,000	23%	\$ 6,000	3%
Auxiliaries	\$ 176,884	\$ 182,124	21%	\$ 5,240	3%
Contracts & Grants	\$ 150,168	\$ 152,047	18%	\$ 1,880	1%
Fees	\$ 26,017	\$ 27,548	3%	\$ 1,531	6%
Concessions	\$ 676	\$ 630	0%	\$ (46)	-7%
Total	\$ 836,916	\$ 850,842	100%	\$ 13,926	2%

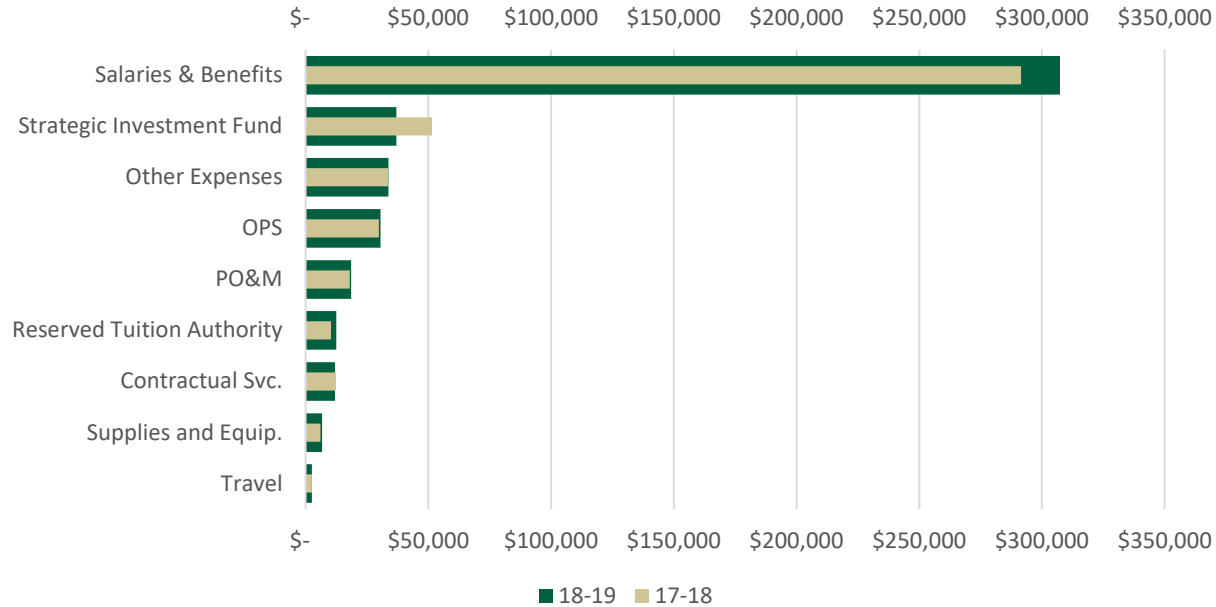
Funding Source	17-18	18-19	18-19 %	Change	% Change
Fungible	\$ 455,749	\$ 460,927	54%	\$ 5,178	1%
Non-Fungible	\$ 381,166	\$ 389,915	46%	\$ 8,748	2%
Total	\$ 836,916	\$ 850,842	100%	\$ 13,926	2%

*Excludes Direct Support Organizations (DSOs)



USF TAMPA 2018-19 FUNGIBLE BUDGET BY EXPENDITURE CATEGORY

(In Thousands)

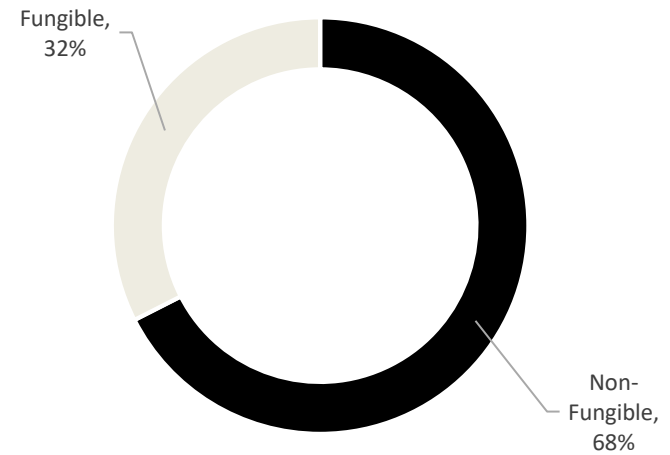
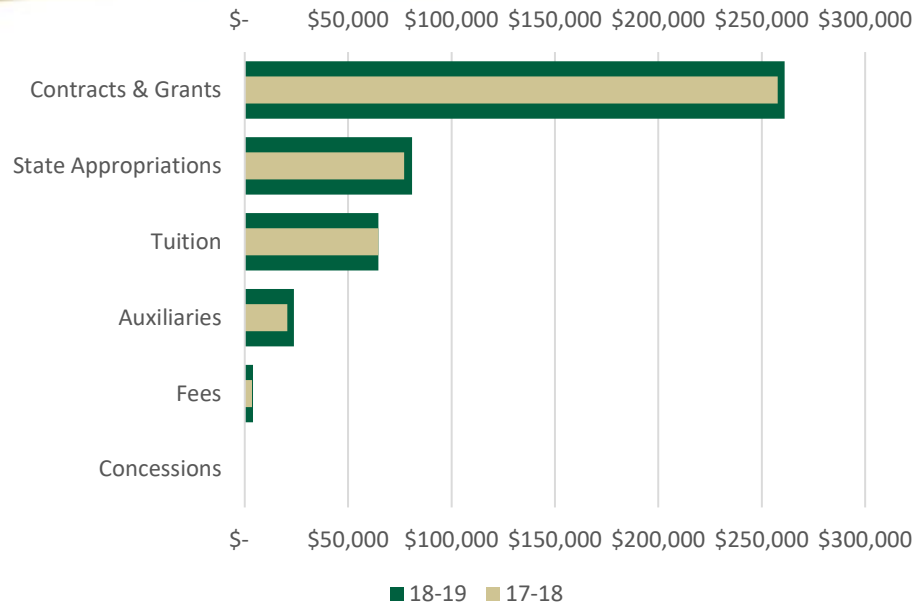


Funding Source	17-18	18-19	18-19 %	Change	% Change
Salaries & Benefits	\$ 291,530	\$ 307,329	67%	\$ 15,799	5%
Strategic Investment Fund	\$ 51,463	\$ 37,040	8%	\$ (14,424)	-28%
Other Expenses	\$ 33,652	\$ 33,768	7%	\$ 116	0%
OPS	\$ 29,816	\$ 30,533	7%	\$ 716	2%
PO&M	\$ 17,965	\$ 18,505	4%	\$ 540	3%
Reserved Tuition Authority	\$ 10,361	\$ 12,512	3%	\$ 2,152	21%
Contractual Svc.	\$ 12,338	\$ 11,993	3%	\$ (345)	-3%
Supplies and Equip.	\$ 6,122	\$ 6,693	1%	\$ 571	9%
Travel	\$ 2,502	\$ 2,555	1%	\$ 53	2%
Total	\$ 455,749	\$ 460,927	100%	\$ 5,178	1%



USF HEALTH 2018-19 BUDGETED SOURCES*

(In Thousands)



Funding Source	17-18	18-19	18-19 %	Change	% Change
Contracts & Grants	\$ 257,607	\$ 260,993	60%	\$ 3,386	1%
State Appropriations	\$ 77,140	\$ 80,913	19%	\$ 3,774	5%
Tuition	\$ 64,698	\$ 64,698	15%	\$ -	0%
Auxiliaries	\$ 20,578	\$ 23,751	5%	\$ 3,173	15%
Fees	\$ 3,478	\$ 4,091	1%	\$ 614	18%
Concessions	\$ -	\$ -	0%	\$ -	
Total	\$ 423,500	\$ 434,446	100%	\$ 10,946	3%

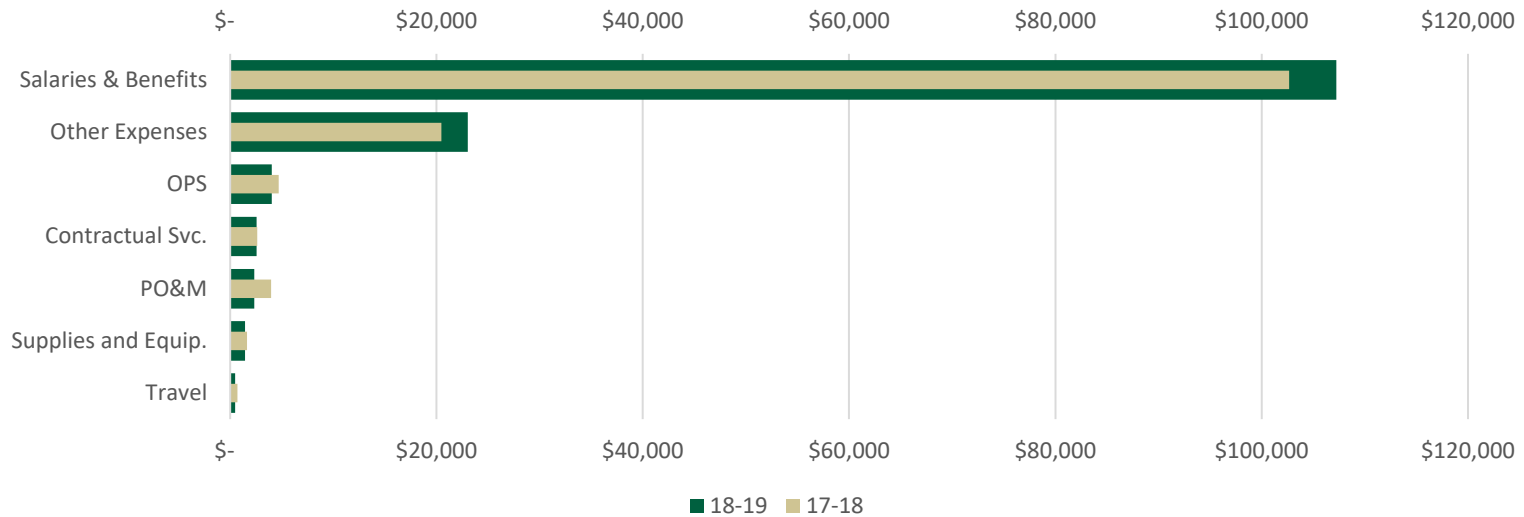
Funding Source	17-18	18-19	18-19 %	Change	% Change
Non-Fungible	\$ 286,756	\$ 293,335	68%	\$ 6,579	2%
Fungible	\$ 136,744	\$ 141,111	32%	\$ 4,367	3%
Total	\$ 423,500	\$ 434,446	100%	\$ 10,946	3%

*Excludes Direct Support Organizations (DSOs)



USF HEALTH 2018-19 FUNGIBLE BUDGET BY EXPENDITURE CATEGORY

(In Thousands)

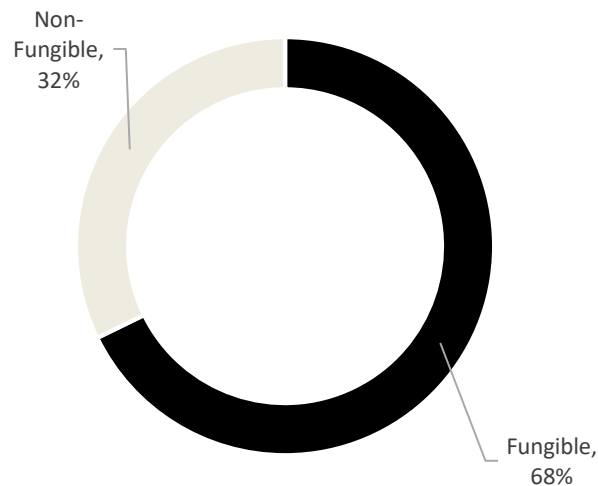
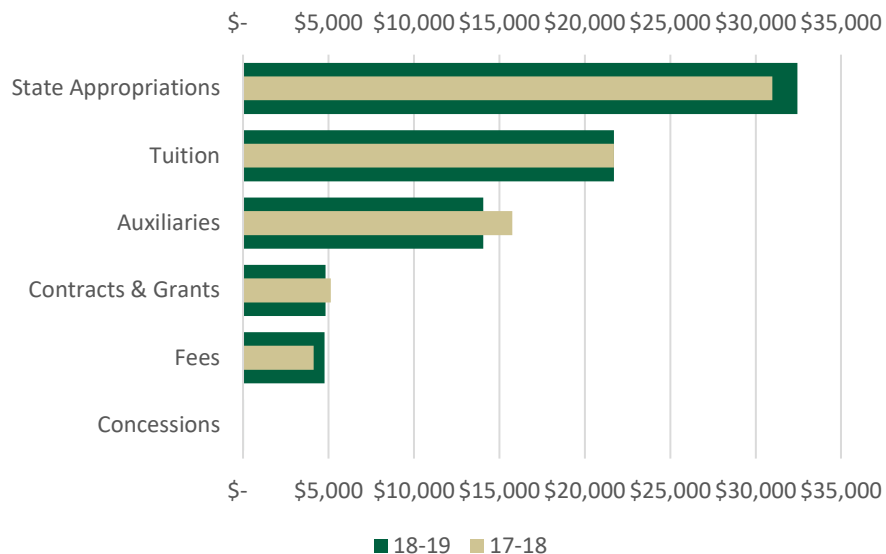


Funding Source	17-18	18-19	18-19 %	Change	% Change
Salaries & Benefits	\$ 102,682	\$ 107,236	76%	\$ 4,555	4%
Other Expenses	\$ 20,486	\$ 23,019	16%	\$ 2,533	12%
OPS	\$ 4,711	\$ 4,041	3%	\$ (670)	-14%
Contractual Svc.	\$ 2,620	\$ 2,558	2%	\$ (62)	-2%
PO&M	\$ 3,952	\$ 2,323	2%	\$ (1,629)	-41%
Supplies and Equip.	\$ 1,610	\$ 1,449	1%	\$ (161)	-10%
Travel	\$ 684	\$ 485	0%	\$ (198)	-29%
Total	\$ 136,744	\$ 141,111	100%	\$ 4,367	3%



USF ST. PETERSBURG 2018-19 BUDGETED SOURCES*

(In Thousands)



Funding Source	17-18	18-19	18-19 %	Change	% Change
State Appropriations	\$ 30,973	\$ 32,435	42%	\$ 1,462	5%
Tuition	\$ 21,700	\$ 21,700	28%	\$ -	0%
Auxiliaries	\$ 15,756	\$ 14,061	18%	\$ (1,696)	-11%
Contracts & Grants	\$ 5,126	\$ 4,821	6%	\$ (305)	-6%
Fees	\$ 4,130	\$ 4,770	6%	\$ 640	16%
Concessions	\$ 37	\$ 59	0%	\$ 22	59%
Total	\$ 77,722	\$ 77,845	100%	\$ 124	0%

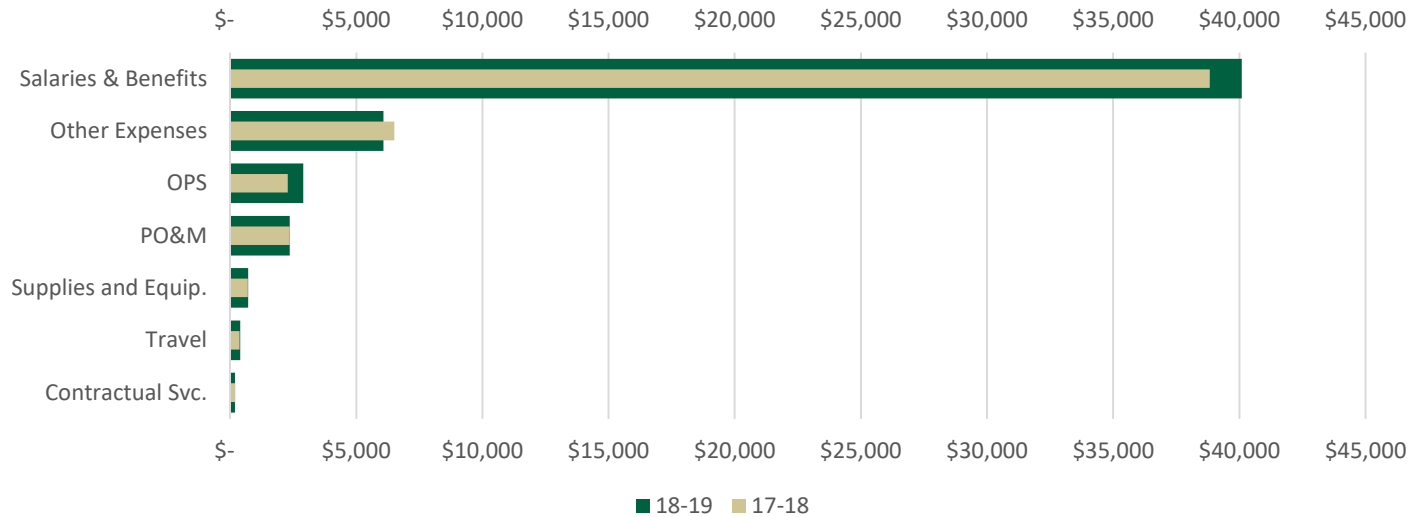
Funding Source	17-18	18-19	18-19 %	Change	% Change
Fungible	\$ 51,274	\$ 52,758	68%	\$ 1,484	3%
Non-Fungible	\$ 26,447	\$ 25,087	32%	\$ (1,360)	-5%
Total	\$ 77,722	\$ 77,845	100%	\$ 124	0%

*Excludes Direct Support Organizations (DSOs)



USF ST. PETERSBURG 2018-19 FUNGIBLE BUDGET BY EXPENDITURE CATEGORY

(In Thousands)

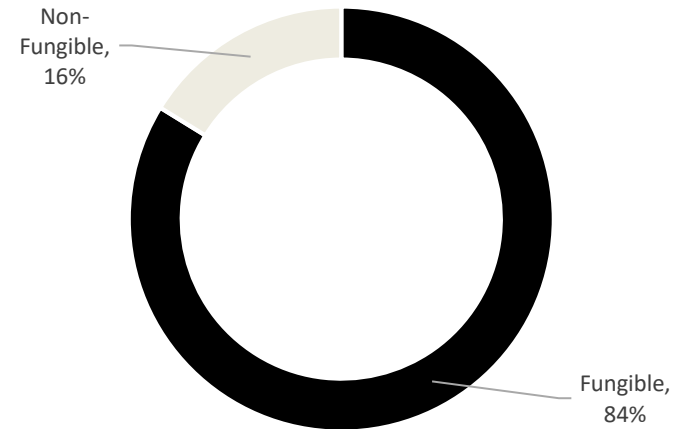
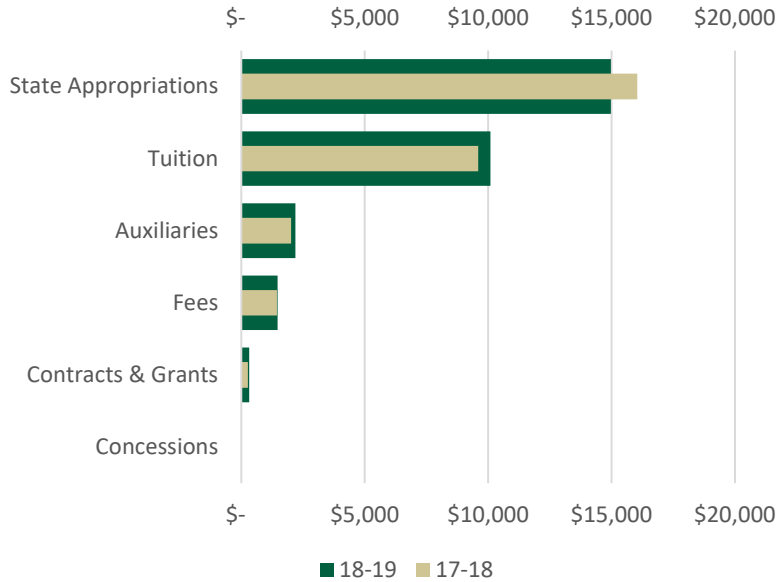


Funding Source	17-18	18-19	18-19 %	Change	% Change
Salaries & Benefits	\$ 38,823	\$ 40,093	76%	\$ 1,270	3%
Other Expenses	\$ 6,508	\$ 6,075	12%	\$ (433)	-7%
OPS	\$ 2,283	\$ 2,901	5%	\$ 617	27%
PO&M	\$ 2,369	\$ 2,371	4%	\$ 2	0%
Supplies and Equip.	\$ 708	\$ 712	1%	\$ 4	1%
Travel	\$ 379	\$ 407	1%	\$ 28	7%
Contractual Svc.	\$ 202	\$ 199	0%	\$ (3)	-2%
Total	\$ 51,274	\$ 52,758	100%	\$ 1,484	3%



USF SARASOTA-MANATEE 2018-19 BUDGETED SOURCES*

(In Thousands)



Funding Source	17-18	18-19	18-19 %	Change	% Change
State Appropriations	\$ 16,042	\$ 14,974	52%	\$ (1,068)	-7%
Tuition	\$ 9,600	\$ 10,100	35%	\$ 500	5%
Auxiliaries	\$ 2,022	\$ 2,185	8%	\$ 163	8%
Fees	\$ 1,444	\$ 1,465	5%	\$ 21	1%
Contracts & Grants	\$ 268	\$ 323	1%	\$ 55	21%
Concessions	\$ 20	\$ 12	0%	\$ (8)	-40%
Total	\$ 29,396	\$ 29,059	100%	\$ (337)	-1%

Funding Source	17-18	18-19	18-19 %	Change	% Change
Fungible	\$ 25,053	\$ 24,347	84%	\$ (706)	-3%
Non-Fungible	\$ 4,343	\$ 4,712	16%	\$ 369	8%
Total	\$ 29,396	\$ 29,059	100%	\$ (337)	-1%

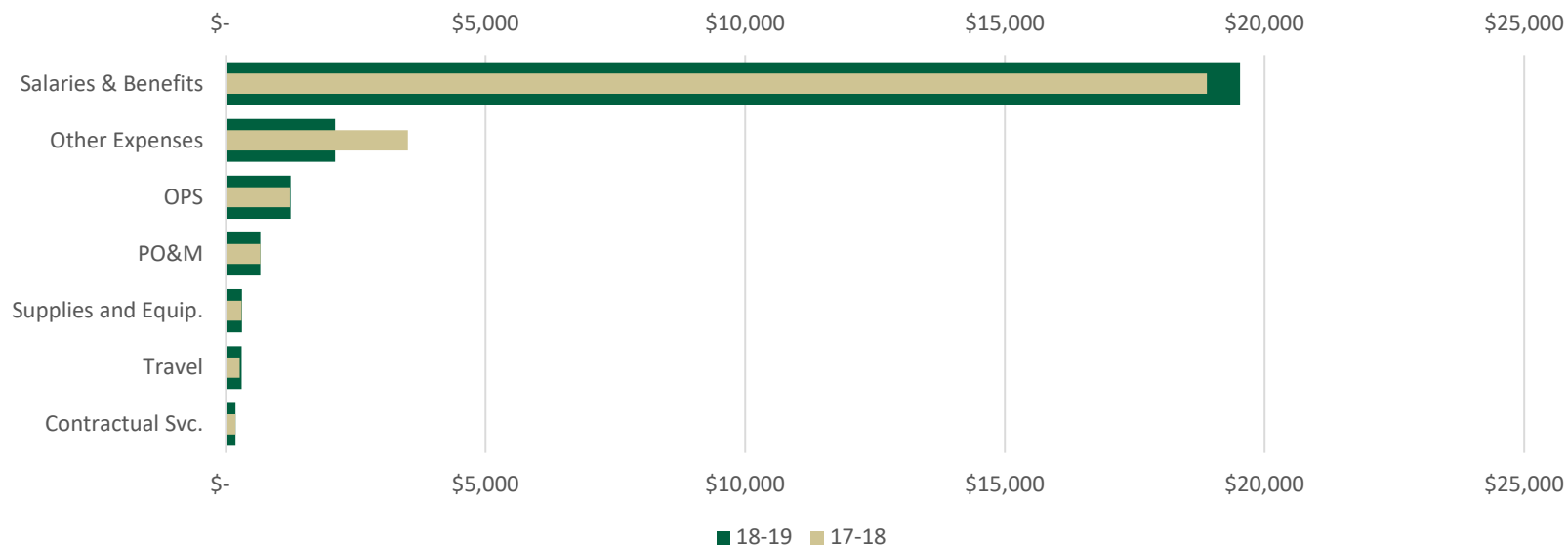
Excludes internal transfer of \$543K

*Excludes Direct Support Organizations (DSOs)



USF SARASOTA-MANATEE 2018-19 FUNGIBLE BUDGET BY EXPENDITURE CATEGORY

(In Thousands)



Funding Source	17-18	18-19	18-19 %	Change	% Change
Salaries & Benefits	\$ 18,887	\$ 19,531	80%	\$ 644	3%
Other Expenses	\$ 3,504	\$ 2,105	9%	\$ (1,399)	-40%
OPS	\$ 1,235	\$ 1,246	5%	\$ 11	1%
PO&M	\$ 666	\$ 663	3%	\$ (3)	-1%
Supplies and Equip.	\$ 307	\$ 310	1%	\$ 2	1%
Travel	\$ 269	\$ 306	1%	\$ 37	14%
Contractual Svc.	\$ 184	\$ 187	1%	\$ 3	1%
Total	\$ 25,053	\$ 24,347	100%	\$ (706)	-3%

Board of Trustees Meeting - New Business - Consent agenda

University of South Florida System
STATE UNIVERSITY SYSTEM OF FLORIDA
2018-2019 OPERATING BUDGET
SUMMARY SCHEDULE I

	Education & General ¹	Contracts & Grants ²	Auxiliaries ³	Local Funds ⁴							Board - Approved Fees	Faculty Practice Plan ⁵	Summary Totals
				Student Activities	Student Financial Aid	Concessions	Intercollegiate Athletics	Technology Fee	Self-Insurance				
1 Beginning Fund Balance :	\$ 180,836,551	\$ 105,629,608	\$ 195,275,040	\$ 9,966,873	\$ 14,310,037	\$ 1,670,798	\$ 203	\$ 10,625,204	\$ -	\$ 2,782,233	\$ 36,832,395	\$ 557,928,943	
2													
3 Receipts/Revenues													
4 General Revenue	\$ 374,513,982	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 374,513,982	
5 Lottery	\$ 50,016,975	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 50,016,975	
6 Student Tuition	\$ 282,354,544	\$ -	\$ 6,097,926	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 288,452,470	
7 Phosphate Research	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
9 Other U.S. Grants	\$ -	\$ 349,936,105	\$ -	\$ -	\$ 315,874,643	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 665,810,748	
10 City or County Grants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
11 State Grants	\$ -	\$ -	\$ -	\$ -	\$ 63,970,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 63,970,000	
12 Other Grants and Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
13 Donations / Contrib. Given to the State	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
14 Sales of Goods/ Services	\$ -	\$ 448,000	\$ 74,892,936	\$ -	\$ -	\$ 510,000	\$ 4,644,000	\$ -	\$ -	\$ -	\$ -	\$ 80,494,936	
15 Sales of Data Processing Services	\$ -	\$ -	\$ 7,336,600	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,336,600	
16 Fees	\$ -	\$ -	\$ 61,172,901	\$ 17,688,281	\$ 12,550,000	\$ -	\$ 17,250,000	\$ 10,070,664	\$ 7,998,000	\$ 1,187,823	\$ 188,449,390	\$ 316,367,059	
17 Miscellaneous Receipts	\$ -	\$ 546,000	\$ 60,825,527	\$ -	\$ 75,000	\$ 130,729	\$ 23,008,050	\$ -	\$ -	\$ -	\$ 138,717,252	\$ 223,302,558	
18 Rent	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
19 Concessions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
20 Assessments / Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
21 Other Receipts / Revenues ⁶	\$ 3,574,725	\$ 2,096,000	\$ 34,951,937	\$ 115,000	\$ 7,505	\$ 5,650	\$ -	\$ 37,510	\$ -	\$ 18,845	\$ -	\$ 40,807,172	
22 Subtotal:	\$ 710,460,226	\$ 353,026,105	\$ 245,277,827	\$ 17,803,281	\$ 392,477,148	\$ 646,379	\$ 44,902,050	\$ 10,108,174	\$ 7,998,000	\$ 1,206,668	\$ 327,166,642	\$ 2,111,072,500	
23 Transfers In	\$ 178,645	\$ 137,155,000	\$ 46,480,472	\$ 9,928,887	\$ 22,221,987	\$ 123,200	\$ 5,142,724	\$ -	\$ -	\$ -	\$ -	\$ 221,230,915	
24 Total - Receipts / Revenues:	\$ 710,638,871	\$ 490,181,105	\$ 291,758,299	\$ 27,732,168	\$ 414,699,135	\$ 769,579	\$ 50,044,774	\$ 10,108,174	\$ 7,998,000	\$ 1,206,668	\$ 327,166,642	\$ 2,332,303,415	
25													
26 Operating Expenditures													
27 Salaries and Benefits	\$ 474,024,429	\$ 183,278,600	\$ 74,556,400	\$ 6,352,001	\$ 834,124	\$ 120,000	\$ 14,027,960	\$ -	\$ 630,000	\$ -	\$ 191,072,324	\$ 944,895,838	
28 Other Personal Services	\$ 38,718,925	\$ 75,172,105	\$ 17,621,760	\$ 3,777,870	\$ 105,000	\$ 500	\$ 783,084	\$ 104,707	\$ -	\$ 108,034	\$ 774,823	\$ 137,166,808	
29 Expenses	\$ 177,268,098	\$ 155,119,600	\$ 123,096,243	\$ 11,904,768	\$ 399,037,392	\$ 580,831	\$ 28,707,556	\$ 11,916,322	\$ 7,368,000	\$ 3,094,040	\$ 69,465,950	\$ 987,558,800	
30 Operating Capital Outlay	\$ 1,254,227	\$ 4,245,000	\$ 2,626,450	\$ 280,445	\$ -	\$ -	\$ 65,000	\$ 273,185	\$ -	\$ 28,000	\$ -	\$ 8,772,307	
31 Risk Management	\$ 3,353,385	\$ 369,000	\$ 1,171,926	\$ 35,262	\$ -	\$ -	\$ 517,000	\$ -	\$ -	\$ -	\$ -	\$ 5,446,573	
32 Financial Aid	\$ 13,685,068	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 13,685,068	
33 Scholarships	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
34 Waivers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
35 Finance Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
36 Debt Service	\$ -	\$ -	\$ 2,936,430	\$ -	\$ -	\$ -	\$ 51,500	\$ -	\$ -	\$ -	\$ -	\$ 2,987,930	
37 Salary Incentive Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
38 Law Enforcement Incentive Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
39 Library Resources	\$ 5,724,082	\$ -	\$ 110,910	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,834,992	
40 Institute of Government	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
41 Regional Data Centers - SUS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
42 Black Male Explorers Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
43 Phosphate Research	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
44 Other Operating Category (Provide Details)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
45 Total Operating Expenditures :	\$ 714,028,214	\$ 418,184,305	\$ 222,120,119	\$ 22,350,346	\$ 399,976,516	\$ 701,331	\$ 44,152,100	\$ 12,294,214	\$ 7,998,000	\$ 3,230,074	\$ 261,313,097	\$ 2,106,348,316	

46

Board of Trustees Meeting - New Business - Consent agenda

University of South Florida System
STATE UNIVERSITY SYSTEM OF FLORIDA
2018-2019 OPERATING BUDGET
SUMMARY SCHEDULE I

	Education & General ¹	Contracts & Grants ²	Auxiliaries ³	Local Funds ⁴							Board - Approved Fees	Faculty Practice Plan ⁵	Summary Totals
				Student Activities	Student Financial Aid	Concessions	Intercollegiate Athletics	Technology Fee	Self-Insurance				
47 Non-Operating Expenditures													
48 Transfers	\$ -	\$ 71,885,900	\$ 82,480,563	\$ 10,528,887	\$ 14,614,575	\$ 148,200	\$ 5,892,674	\$ -	\$ -	\$ 33,718	\$ 55,471,525	\$ 241,056,042	
49 Fixed Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
50 Carryforward (From Prior Period Funds)	\$ 116,992,164	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
51 Other ⁷	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
52 Total Non-Operating Expenditures :	\$ 116,992,164	\$ 71,885,900	\$ 82,480,563	\$ 10,528,887	\$ 14,614,575	\$ 148,200	\$ 5,892,674	\$ -	\$ -	\$ 33,718	\$ 55,471,525	\$ 358,048,206	
53													
54 Ending Fund Balance :	\$ 60,455,044	\$ 105,740,508	\$ 182,432,657	\$ 4,819,808	\$ 14,418,081	\$ 1,590,846	\$ 203	\$ 8,439,164	\$ -	\$ 725,109	\$ 47,214,415	\$ 425,835,836	
55													
56 Fund Balance Increase / Decrease :	(\$120,381,507)	\$110,900	(\$12,842,383)	(\$5,147,065)	\$108,044	(\$79,952)	\$ -	(\$2,186,040)	\$ -	(\$2,057,124)	\$10,382,020	(\$132,093,107)	
57 Fund Balance Percentage Change :	-66.57%	0.10%	-6.58%	-51.64%	0.76%	-4.79%	0.00%	-20.57%	#DIV/0!	-73.94%	28.19%	-23.68%	

1. The Education and General budget funds the general instruction, research, and public service operations of the universities. Universities have accumulated ending fund balances for activities such as the implementation and maintenance of Enterprise Resource Program systems, contingency for unfunded enrollment growth, potential budget reductions, anticipated increases in utilities, and prior year encumbrances (recorded, estimated liability at year-end for ordered or received goods or services), and compliance with Section 1011.40(2) F.S. on maintaining a 5% reserve.
2. The Contracts and Grants budget contains activities in support of research, public service, and training. Large fund balances are due to the timing of receipt of Federal contracts or grants.
3. Auxiliaries are ancillary support units on each university campus. Some of the major activities include housing, food services, book stores, student health centers, facilities management, and computer support. Ending fund balances includes financial activities such as debt service payments, reserve, repair and replacement reserves for future maintenance costs, construction/renovation of auxiliary facilities, and prior year encumbrances.
4. Local funds include the following university activities:
 - a. Student Activities - Supported primarily by the student activity and service fee and funds operations of the student government, cultural events, organizations, and intramural/club sports.
 - b. Financial Aid - This activity represents the financial aid amounts for which the university is fiscally responsible. Examples include: student financial aid fee, bright futures, federal grants, college work study, and scholarships. The ending fund balance represents a timing difference between the receipts of funds and disbursement to the students.
 - c. Concessions - These resources are generated from various vending machines located on the university campuses.
 - d. Athletics - Revenues are primarily derived from the student athletic fee, ticket sales, and sales of goods. Sufficient fund balances are maintained to provide the necessary support for ongoing athletic activities.
 - e. Technology fee - Collections are used to enhance instructional technology resources for students and faculty.
 - f. Self-Insurance Program - These programs are directed by the respective self-insurance councils and the captive insurance companies (These companies underwrite the risks of its owner and the owner's affiliates.). These activities are supported by premiums charged to the insured individuals and entities (primarily medical faculty and institutions).
 - g. Board-Approved Fees - Student fees proposed by each university and authorized by the Board of Governors to address specific student-based needs not addressed through another service or fee.
5. Faculty Practice - The Faculty Practice Plan collects and distributes income from faculty billings for patient services provided in conjunction with state university medical school programs.
6. Other Receipts/Revenues includes categories such as interest, penalties, refunds, admissions, fines, taxes, etc.
7. Other Non-Operating Expenditures includes categories such as refunds, payment of sales taxes, or indirect costs.

Agenda Item: FL 111

USF Board of Trustees
September 4, 2018

Issue: Institute of Applied Engineering DSO Budget

Proposed action: Approve the Institute of Applied Engineering Budget for 2018/2019

Executive Summary:

The Institute for Applied Engineering (IAE) was approved as a DSO by the USF Board of Trustees at their June 12, 2018 meeting. As is required by Florida Statutes and DSO Bylaws, the IAE budget must be reviewed and approved by the USF Board of Trustees.

This is the initial budget for this DSO and a three year budget plan has been provided.

Financial Impact:

The Direct Support Organizations of the University of South Florida (DSO) are organized and operated exclusively to assist the University achieve excellence by providing supplemental resources (in this case from contracts and grants). These organizations are authorized by Florida Statute 1004.28 to receive, hold and administer property and make expenditures for the University.

Strategic Goal(s) Item Supports: Goal 4: Sound Financial Management
Committee Review Date: Finance Committee – 08/27/18
Supporting Documentation Online (*please circle*): Yes
USF System or Institution specific: USF System
Prepared by: College of Engineering Dean, Dr. Robert Bishop and Eric Forsyth

INSTITUTE OF APPLIED ENGINEERING

ANNUAL BUDGET APPROVAL

Dr. Robert H. Bishop, PE | Aug 27, 2018

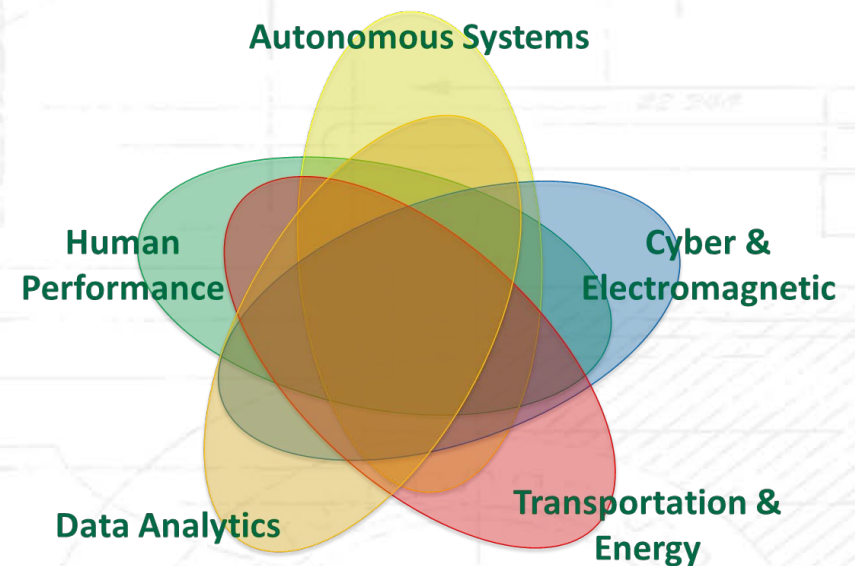
Mr. Eric Forsyth, Col (ret) U.S. Air Force

TODAY'S PURPOSE

- **Seek Finance Committee and Board of Trustee approval for Institute of Applied Engineering's annual budget**

THE USF INSTITUTE OF APPLIED ENGINEERING

- **USF Board of Trustees certified the Institute as Direct Support Organization in June**
 - Articles of Incorporation approved by State
 - Tax exemption request in process with IRS
- **Mission: Become our customers' trusted agent to provide engineering solutions that enhance the performance, effectiveness & safety of their frontline operators**
 - Builds on existing relationship with U.S. Special Operations Command
- **Institute core competencies promotes USF System strengths and diversifies research portfolio through addressing Department of Defense needs**



PROPOSED INSTITUTE BUDGET

CONTRACTS & GRANTS AWARDED	\$ 1,500,000	\$ 3,000,000	\$ 6,000,000
	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>
<u>BEGINNING BALANCE</u>		\$ -	\$ -
<u>REVENUE</u>			
Contracts and Grants -- Collections	\$ 750,000	\$ 2,250,000	\$ 4,500,000
Contract Costs	712,500	2,137,500	4,275,000
NET CONTRACT REVENUE	37,500	112,500	225,000
<u>EXPENSES</u>			
Salaries and Fringe Benefits	347,187	997,875	1,106,583
Other Operating Expenses	317,540	255,275	262,933
TOTAL OPERATING EXPENSES	664,727	1,253,150	1,369,517
NET MARGIN	(627,227)	(1,140,650)	(1,144,517)
<u>FUNDING SUPPORT</u>			
Indirect Cost Recovery	135,735	406,125	812,250
One time funds - system	491,492	602,462	602,462
Other departmental funds		132,063	
TOTAL FUNDING SUPPORT	627,227	1,140,650	1,414,712
BALANCE FORWARD	\$ -	\$ -	\$ 270,195

We are confident that projected contract awards are realistic based on currently awarded work and multiple opportunity engagements with sponsors

INSTITUTE BOARD OF DIRECTOR MEMBERSHIP



- **ADM (ret) Eric T. Olson**
 - Independent national security consultant
 - 38 years active duty U.S. Navy. Last assignment: Commander of United States Special Operations Command



- **MGEN (ret) N. Lee Price**
 - Runs a consulting firm focusing on leadership training, governance, and strategic planning
 - 35 years active duty U.S. Army. Last assignment: Program Executive Officer Command, Control, Communications – Tactical



- **Mr. James Cluck**
 - President of Ultra Armoring & Defense and Metal Works Mfg. Co.
 - Served as United States Special Operations Command's Chief Information Officer and later, its Acquisition Executive



- **Mr. Paul Lemmo**
 - Vice President and General Manager, Lockheed Martin Integrated Warfare Systems & Sensors
 - Previously VP/GM of Fire Control/SOF Contractor Logistics Support Services for Lockheed Martin Missiles & Fire Control in Orlando. Over 30 years of experience in business development, engineering and program management



- **Dr. Robert Bishop**
 - Dean, USF College of Engineering
 - President and CEO of Institute of Applied Engineering



- **(New) Mr. Stephen Mitchell**
 - Senior Partner, Squire Patton Boggs (Tampa)
 - Former USF Board of Trustees member

CONCLUSION

- **Request Finance Committee recommend approval of Institute of Applied Engineering's initial budget**

Agenda Item: FL 112

USF Board of Trustees
September 4, 2018

Issue: President's 2018-2019 Goals

Proposed action: Approval of President Genshaft's 2018-2019 Goals

Executive Summary:

President Genshaft's 2018-2019 Goals as based on BOG and BOT approved USF System Work Plans and USF Tampa Preeminence Plan. A major priority for the next two years pertain to the 2018 Florida statute requiring USF to consolidate from three separately accredited institutions into a single accredited university.

Strategic Goal(s) Item Supports:
Supporting Documentation Online: **Yes** **No**
President's 2018-2019 Goals
Committee Review Date: August 27, 2018
USF System or Institution specific: **USF System**
Prepared by: Dr. Cynthia Visot, Chief of Staff

**USF System President
July 2018-June 2019
GOALS**

GOAL 1: Research

The President will provide the overall leadership for and hold the appropriate leader(s) accountable to achieve the following:

- Research & Innovation will continue to work to enhance the USF System ranking in the top 10% in total research expenditures for research universities as per the annual NSF Higher Education Research & Development Survey of research institutions' classification.
- Research & Innovation will promote externally sponsored research in order to remain at or above the FY2017-18 mark of \$ xxx million in contracts and grants and awards. *(FY2017/18 mark is not available until September 2018)*
- Research & Innovation will continue to exceed the Florida BOG Preeminence metrics for USF Tampa unless noted related to research as reported in its Preeminence Plan*:
 - Science & Engineering Research Expenditures - \$504 M (2018-19)
 - Non-Medical Sciences Research Expenditures - \$290 M (2018-19)
 - National Ranking in S.T.E.M. Research Expenditures - 8 of 8 disciplines (2018-19)
 - Patents Awarded - for 2017-2019 for 3-year period - 325
 - National Academy Members – 13 (2019)
 - Postdoctoral appointees – 260 (Fall 2018)

**Performance Goals based on those approved by BOT and BOG in the recent USF System Accountability Plan and Preeminence Plan*

- Research & Innovation will continue to foster an innovative culture and promote the intellectual property of faculty, students and staff to be in the top 25% nationally when compared to individual institutions in patents, licensing and commercialization activities.
- In acknowledgement of the commitment that the USF System has to the citizens of Florida, Research & Innovation will continue to enhance the workforce and increase employment opportunities in our community and state by partnering with others to attract new business to our area and propelling start-up companies to success.
- Research & Innovation will seek out and nurture business partnerships, economic development initiatives and economic engagement opportunities for the USF System in order to remain at or above the FY 2017/18 mark of 426 industry-related grants and contracts (e.g., industry investments, SBIR, STTR, State of Florida investments in SBIR/STTR). **
- *USF Health will increase the amount of NIH grants and contracts awarded by 5% over FY2018.*

***Goal is consistent with the Florida SUS Board of Governors-approved Research Dashboard.*

GOAL 2: Revenue Generating Funds including Fundraising

The President will provide the overall leadership for and hold the appropriate leader(s) accountable to achieve the following:

A. Fundraising

- Raise \$100 million or more in total gifts and commitments for the USF System including Athletics and USF Health.
- Increase the endowment through a combination of gifts and investments in adherence to our policy.
- Maintain top quartile (better than 75% of others) ranking in NACUBO long-term endowment ranking.

B. Finance

- The USF System will retain its positive bond ratings by Moody's Investor Service (AA2) as well as its S&P ratings.
- Submit the required Board of Trustees approved financial package to the Board of Governors, which supports the request for the financing of a new housing facility at USF St. Petersburg.
- Complete a potential housing facility demand study and a financial feasibility study and analysis for USF Sarasota-Manatee.
- Complete a financial package for the financing of a research facility in the USF Research Park.

GOAL 3: Student Success*

The USF System will continue to demonstrate progress toward meeting Florida Performance Based Funding metrics at a higher level and USF (Tampa) will continue to demonstrate progress toward meeting the 12 metrics for Florida Preeminence status as well as four primary and four secondary performance indicators of institutional breadth and quality in research and education for AAU membership eligibility. The President will provide the overall leadership for and hold the appropriate leader(s) accountable to achieve the following:

- Academic progress rate for the summer/fall 2017 FTIC cohort for the USF System – 87.4%¹
(USF Tampa 91%²; USF St. Petersburg 78.0%¹; USF Sarasota-Manatee 84.4%¹)
- 6-year graduation rate for the summer/fall 2012 FTIC cohort for the USF System – 69.0%
(USF Tampa 73%²; USF St. Petersburg 39.0%; USF Sarasota-Manatee N/A)
- 4-year graduation rate for summer/fall FTIC 2014 cohort (full-time students only) for the USF System – 57.6%¹
(USF Tampa 60%¹; USF St. Petersburg 40.0%¹; USF Sarasota-Manatee 36.0%)
- Average High School GPA for Fall 2018 FTICs for USF (Tampa) - 4.1³
- Average 2-section SAT score for Fall 2018 FTICs for USF (Tampa) – 1282³
- Total Doctorates awarded in AY 2018/19 - 730³
- Percentage of baccalaureate students graduating in AY 2017/18 without excess hours for the USF System – 79.0% (USF Tampa 79.0%; USF St. Petersburg 78.0%; USF Sarasota-Manatee 81.0%)
- Percentage of baccalaureate degrees awarded in areas of strategic emphasis in AY 2018/19 for the USF System – 62.3% (USF Tampa 65.0%; USF St. Petersburg 48.0%; USF Sarasota-Manatee 47.0%)
- Percentage of graduate degrees awarded in areas of strategic emphasis in AY 2018/19 for the USF System – 75.3% (USF Tampa 79.0%; USF St. Petersburg 30.5%; USF Sarasota-Manatee 25.0%)
- Percentage of bachelor's graduates enrolled or employed one year after graduation (2016-17 graduates) USF System – 70.5% (USF Tampa 70.5%; USF St. Petersburg 70.0%; USF Sarasota-Manatee 72.8%)
- Median Wages of Bachelor's Graduates Employed Full-time one-year after graduation (\$25,000+) (2016-17 graduates as defined by BOG) USF System - \$39,100, (USF Tampa \$38,000; USF St. Petersburg \$37,200; USF Sarasota-Manatee \$38,200)
- Morsani College of Medicine incoming Fall 2018 class will maintain MCAT scores greater than 90th percentile and achieve pass rates for Step 1 and 2 of USMLE greater than the national average.

**Performance Goals approved by BOT and BOG in recent Accountability Plans; Due to lapse in reporting, 2016/17 & 2017/18 goals are used in some metrics*

¹ Reflects the **Performance Based Funding (PBF)** definition and methodology of retention rate (FTIC 2nd year retention rate with GPA > 2.0) and 6-year graduation rate (cohort = Full- and Part-Time) or 4-year graduation rate (cohort = Full-Time) from the home campus only. This does not include "swirl" data for all students retained and graduating across the USF System.

² Reflects the **preeminence** definition and methodology of retention rate (IPEDS definition of a cohort = Full-Time) and 6-year or 4-year graduation rate (IPEDS definition of a cohort = Full-Time)

³ Student Profile metrics (HS GPA and SAT) are captured in the BOG Accountability Plans only as a **preeminence** metric thus goals for USF Tampa is reflected

GOAL 4: Strategic Initiatives

The President will provide the overall leadership for and hold the appropriate leader(s) accountable to achieve the following:

A. USF System

- Utilizing the USF Board of Trustees approved guiding principles for consolidation, the USF System leadership will submit an implementation plan that establishes a timeline for the consolidation of institutions into a single accredited institution by July 2, 2020. *
- During the 2018-19 academic year, the USF System will launch the new comprehensive brand campaign and begin implementation of an integrated marketing communications plan.
- USF System leadership will continue to work with the Legislature and Governor to achieve as many 2018-19 approved priorities as possible. Leadership will also continue to work to secure additional BOG Florida Performance Based Funding that would benefit the USF System.

**Section 1004.335, Florida Statutes: The BOT approved implementation plan is due to the Florida Board of Governors on or before March 15, 2019. The internal implementation committees established all incorporate representatives throughout the USF System.*

B. Leadership

- USF System President will continue to engage in leadership positions on the local, national and global levels to enhance the University's role and status. The President will encourage leadership throughout the USF System to engage their respective communities.

8/20/2018

President Genshaft's 2018-19 Goals



The President will provide the overall leadership for and hold the appropriate leader(s) accountable to achieve the following:

Goal 1 – Research

Continue to:

- enhance the USF System ranking in the top 10% in total research expenditures
- promote externally sponsored research at or above the FY2017-2018 mark in contracts, grants & awards
- enhance the workforce & increase employment opportunities in our community & state by partnering with others to attract new business & propelling start-up companies to success



- **Exceed the Florida BOG Preeminence metrics for USF Tampa**

- Science & Engineering Research Expenditures - \$504M (2018-19)
- Non-Medical Sciences Research Expenditures - \$290M (2018-19)
- National Ranking in S.T.E.M. Research Expenditures = 8 of 8 disciplines (2018-19)
- Patents Awarded - 325 for 2017-2019
- National Academy Members – 13 (2019)
- Postdoctoral appointees – 260 (Fall 2018)



Continue to:

- foster an innovative culture & promote the intellectual property of faculty, students and staff to be in the top 25% nationally in patents, licensing & commercialization activities
- seek out & nurture business partnerships, economic development initiatives & engagement opportunities at or above FY2017-2018 mark of 426 industry-related grants & contracts
- increase the amount of NIH grants & contracts awarded by 5% over FY2017 in USF Health



The President will provide the overall leadership for and hold the appropriate leader(s) accountable to achieve the following:

Goal 2 – Revenue Generating Funds

Fundraising:

- Raise \$100 million or more gifts & commitments
- Increase the endowment
- Maintain top quartile ranking in NACUBO



Finance:

- Retain its positive bond ratings by Moody's (AA2) & S&P ratings
- Submit approved financial package to BOG – USFSP housing facility financing
- Complete potential housing facility demand study and financial feasibility study and analysis for USFSM
- Complete financial package – USF Research Park facility



The President will provide the overall leadership for and hold the appropriate leader(s) accountable to achieve the following:

Goal 3 - Student Success

- Academic progress rate for the summer/fall 2016 FTIC cohort for the USF System – 87.4% ¹

(USF Tampa 91% ²; USF St. Petersburg 78% ¹; USF Sarasota-Manatee 84.4%)

- 6-year graduation rate for the summer/fall 2012 FTIC cohort for the USF System – 69%

(USF Tampa 73% ; USF St. Petersburg 39% ; USF Sarasota-Manatee N/A)

- Average High School GPA for Fall 2018 FTICs for USF (Tampa) - 4.1
- Average 2-section SAT score for Fall 2018 FTICs for USF (Tampa) – 1282



- Total Doctorates awarded in AY 2018/19 - 730
- Percentage of baccalaureate students graduating in AY 2017/18 without excess hours for the

USF System – 79% (*USF Tampa 79%; USF St. Petersburg 78%; USF Sarasota-Manatee 81%*)

- Percentage of baccalaureate degrees awarded in areas of strategic emphasis in AY 2018/19 for the

USF System - 62.3 (*USF Tampa 65%; USF St. Petersburg 48%; USF Sarasota-Manatee 47%*)

- Percentage of graduate degrees awarded in areas of strategic emphasis in AY 2018/19 for the

USF System – 75.3% (*USF Tampa 79%; USF St. Petersburg 30.5%; USF Sarasota-Manatee 25%*)



- Percentage of bachelor's graduates enrolled or employed one year after graduation (2016-17 graduates) USF System – 70.5%

(USF Tampa 70.5%; USF St. Petersburg 70.0%; USF Sarasota-Manatee 72.8%)

- Median Wages of Bachelor's Graduates Employed Full-time one-year after graduation (\$25,000+) (2016-17 graduates as defined by BOG) USF System - \$39,100

(USF Tampa \$38,000; USF St. Petersburg \$37,200; USF Sarasota-Manatee \$38,200)

- USF Health – Fall 2018 class will maintain MCAT scores greater than 90th percentile and achieve pass rates for Step 1 & 2 of USMLE greater than national average.

The President will provide the overall leadership for and hold the appropriate leader(s) accountable to achieve the following:

Goal 4: Strategic Initiatives

A. USF System Leadership

- Utilizing the USF Board of Trustees approved guiding principles for consolidation, the USF System leadership will submit an implementation plan that establishes a timeline for the consolidation of institutions into a single accredited institution by July 2, 2020.
- Will launch the new comprehensive brand campaign & begin implementation of an integrated marketing communications plan.



- Will continue to work with the Legislature and Governor to achieve as many 2018-19 approved priorities as possible. Leadership will also continue to work to secure additional BOG Florida Performance Based Funding that would benefit the USF System.

B. Leadership

- Will continue to engage in leadership positions on the Local, National and Global levels to enhance the University's role and status. The President will encourage leadership throughout the USF System to engage their respective communities.



Agenda item: FL 113

USF Board of Trustees
Tuesday, September 4, 2018

Issue: Appointment of USF St. Petersburg Campus Board Member

Proposed action: Approve USF St. Petersburg Campus Board Member

Background information:

The Board shall appoint members to the Campus Boards, from recommendation of the President. Consonant with the State Constitution, members shall hold no other State office. Members may be reappointed for additional terms not to exceed eight (8) years of service.

The USF Regional Campus Boards have the powers and duties provided by law and other such powers as are lawfully delegated by the University Board of Trustees to provide for efficient operation and improvement of the campus. It is within the authority of the Board of Trustees to appoint the members of the USF Regional Campus Boards.

USF St. Petersburg Campus Board Appointment:

John Connelly is a Director at HUB International, an insurance brokerage firm formerly known as Connelly, Carlisle, Fields & Nichols.

John has had a highly successful career in the insurance industry. After graduating from the University of South Florida with a B.S. in finance, he worked at Aetna Insurance Co. before starting Connelly Insurance Group. After Brown & Brown acquired Connelly Insurance Group in 2001, John worked for Brown & Brown before launching what is now HUB International Florida in 2007. John was also a founding member of US AmeriBank.

In addition to his professional leadership, John has been extremely involved in the Tampa Bay community for many years. Among his current involvements are: board member for House of Prayer and YMCA of the Suncoast. Past involvements have included leadership positions with the Gulf Coast Museum of Art, Clearwater Chamber of Commerce, Morton Plant Hospital and Belleair Country Club. John is a graduate of Leadership Pinellas.

Board of Trustees member and Campus Board Chair Stephanie Goforth has recommended John be reappointed to the Campus Board.

He is eligible for a four-year reappointment ending June 30, 2022.

Supporting documentation: None
Prepared by: Travis Miller, Office of the President



Board of Governors

DRUGS, ALCOHOL & MENTAL HEALTH TASK FORCE

- 1) Document the most critical drug, alcohol, and mental health issues facing SUS students;
- 2) Identify best practices;
- 3) Develop system-wide recommendations for effectively addressing the most critical issues; and
- 4) Identify resources needed to implement the system-wide recommendations by September 2019.

Celebrating Excellence in Student Health & Wellness

MWell4Success@USF

Tier 1: Universal



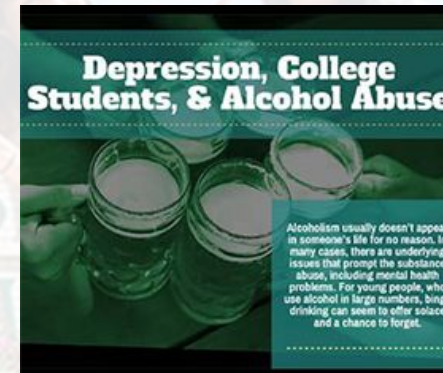
- MHL Training
- TAO Self-help
- Success & Wellness Coaching
- Relaxation Stations

Tier 2: Targeted



- Social Marketing
 - Recognize, Relate, Refer
- Mental Health First Aid
- Satellite Wellness Centers

Tier 3: Intensive



- Wellness Care Coordinators

Year 1 Program Investments

USF Tampa

	FY 17-18		COST
	Fall	Spring	
Implement Mental Health Literacy Social Marketing (Hire 1 FTE Social Marketing Staff)	x	x	\$28,500 salary \$9,975 benefits
Implement Mental Health Outreach (Hire 1 FTE Mental Health Outreach Specialist)	x	x	\$42,000 salary \$14,700 benefits
Implement Health & Wellness Coaching Satellite Stations (2 stations) (Hire 3 FTE certified Health & Wellness Coaches)	x	x	\$90,000 salary \$31,500 benefits
Establish Extended Hours for Counseling Services (Hire 2 OPS licensed counselors)	x	x	\$70,740 salary \$24,759 benefits
Continue with Extended Hours for Counseling Services (Replace 2 OPS above with 2 FTE Counselors)		x	\$60,000 salary \$21,000 benefits
Add Counseling Services to Health & Wellness Coaching Satellite Stations (Hire 3 FTE Counselors)		x	\$60,000 salary \$21,000 benefits
Implement Coordinated Care Management System (Hire 1 FTE Care Manager)		x	\$22,000 salary \$7,700 benefits
Implement 2 additional Satellite Stations (Hire 2 post-docs)			
Add an additional Care Manager for Coordinated Care			
TOTAL COST	FY 17-18		\$373,240 salary \$105,875 benefits

USF St. Petersburg

	FY 17-18		COST
	Fall	Spring	
Implement Mental Health Outreach (Hire 1 FTE Mental Health Outreach Specialist)	x	x	\$42,000 salary \$14,700 benefits
Implement Health & Wellness Coaching (Hire 1 FTE certified Health & Wellness Coaches)	x	x	\$30,000 salary \$10,500 benefits
TOTAL COST	FY 17-18		\$72,000 salary \$25,200 benefits

USF Sarasota-Manatee

	FY 17-18		COST
	Fall	Spring	
Implement Mental Health Outreach (Hire 1 FTE Mental Health Outreach Specialist)	x	x	\$42,000 salary \$14,700 benefits

USF Counseling Center Current Staffing Levels

TAMPA	15-16	16-17	17-18	18-19
C/S Ratio	1/ 1,834	1/ 1,866	1/ 1,476	1/ 1,306
# FTE Counselors				25
# PT Counselors				5
# Success & Wellness Coaches				4

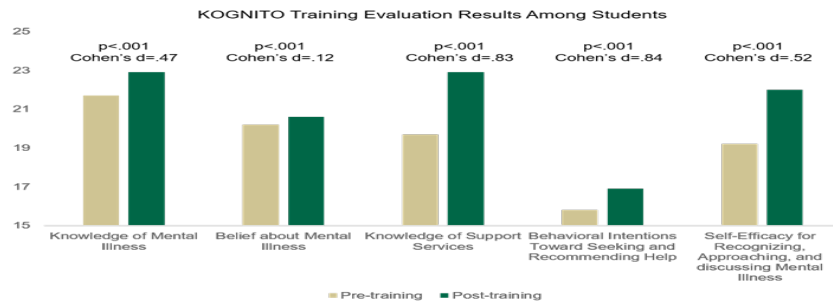
St. Pete	15-16	16-17	17-18	18-19
C/S Ratio		1/ 1,886	1/ 1,992	1/ 1,510
# FTE Counselors				3.25
# PT Counselors				0
# Success & Wellness Coaches				1

SM	15-16	16-17	17-18	18-19
C/S Ratio		1/ 1,182	1/ 1,219	1/ 908
# FTE Counselors				2 PD
# PT Counselors				3
# Success & Wellness Coaches				0

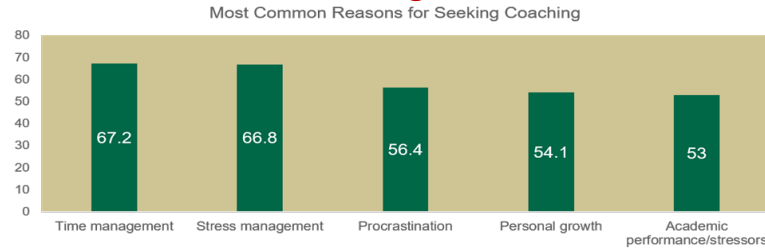
MWell4Success Updates and Impacts

- Tier 1: Universal**

MHL Training: 3640 incoming UG students trained



Success & Wellness Coaching: 479 students served

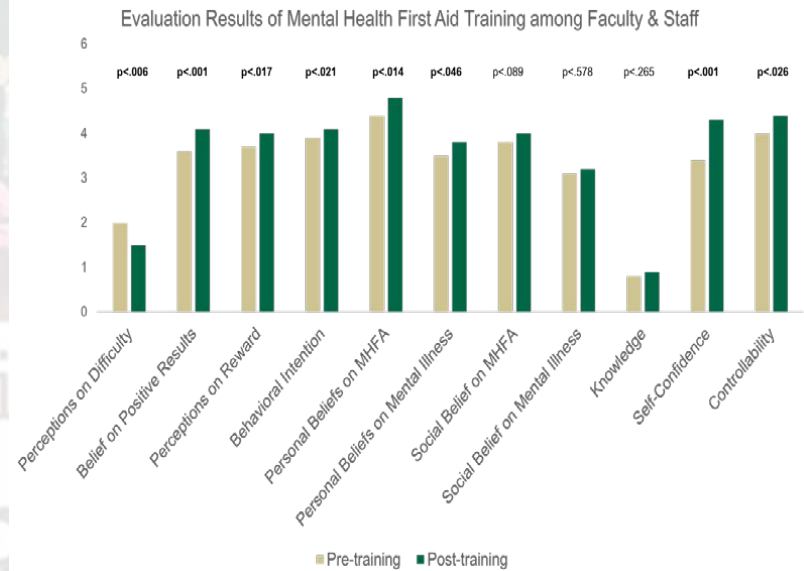


Relaxation Stations: 10,827 students served

Evaluation results note statistically significant improvements in **State Anxiety** (pre=38.6±11.0; post 31.2, ±10.1)* with a very large effect size (d=.94). *p<.0001

- Tier 2: Targeted**

Mental Health First Aid: 120 Faculty/Staff trained



Performance Benchmarks

TAMPA	14-15	15-16	16-17	17-18
# Served CC	2,367	2,864	3,080	3,577
# Crisis Visits	606	935	978	1,202
# Served Psy.	2,745	3,817	5,173	6,031
# Served Coaching				479
# SOCAT Referrals		922	1038	1,398
# Baker Acts			130	175
Prop. Baker Acts			3/1000 stdnt	4/1000 stdnt

ST. PETE	14-15	15-16	16-17	17-18
# Served by CC	247	265	276	342
# Crisis Visits	35	53	52	81
# Served Psy.	19	31	23	37
# SOCAT Referrals		134	199	414
#Baker Acts		9	15	28
Prop. Baker Acts			3.2/1000 stdnt	5.7/1000 stdnt

SM	14-15	15-16	16-17	17-18
# Served by CC	43	50	50	55
# Crisis Visits	1	3	6	2
# Served Psy.	2	1		
# SOCAT Referrals	23	34	16	24
#Baker Acts	1			

Year 2 Program Investments

USF Tampa

	FY18-19		COST
	Fall	Spring	
Implement Mental Health Literacy Social Marketing (Hire 1 FTE Social Marketing Staff)	x	x	\$38,000 salary \$13,300 benefits
Implement Mental Health Outreach (Hire 1 FTE Mental Health Outreach Specialist)	x	x	\$56,000 salary \$19,600 benefits
Implement Health & Wellness Coaching Satellite Stations (2 stations) (Hire 3 FTE certified Health & Wellness Coaches)	x	x	120,000 salary \$42,000 benefits
Establish Extended Hours for Counseling Services (Hire 2 OPS licensed counselors)	x	x	\$94,320 salary \$33,012 benefits
Continue with Extended Hours for Counseling Services (Replace 2 OPS above with 2 FTE Counselors)	x	x	\$120,000 salary \$42,000 benefits
Add Counseling Services to Health & Wellness Coaching Satellite Stations (Hire 3 FTE Counselors)	x	x	\$160,000 salary \$63,000 benefits
Implement Coordinated Care Management System (Hire 1 FTE Care Manager)	x	x	\$44,000 salary \$15,400 benefits
Implement 2 additional Satellite Stations (Hire 2 post-docs)	x	x	\$95,600 salary \$10,360 benefits
Add an additional Care Manager for Coordinated Care		x	\$22,000 salary \$7,700 benefits
TOTAL COST	FY 18-19		\$769,920 salary \$208,180 benefits

USF St. Petersburg

	FY18-19		COST
	Fall	Spring	
Implement Mental Health Outreach (Hire 1 FTE Mental Health Outreach Specialist)	x	x	\$56,000 salary \$19,600 benefits
Implement Health & Wellness Coaching (Hire 1 FTE certified Health & Wellness Coaches)	x	x	40,000 salary \$14,000 benefits
TOTAL COST	FY 18-19		\$96,000 salary \$33,600 benefits

USF Sarasota-Manatee

	FY18-19		COST
	Fall	Spring	
Implement Mental Health Outreach (Hire 1 FTE Mental Health Outreach Specialist)	x	x	\$56,000 salary \$19,600 benefits

USF System Mental Health Services Fall Update



Counseling

- Main building: M/W/R 8-6; T 8-7; F 8-5
- FIT: M 11-7; T/W 4-7; R 4-7
- WELL: T/W/R: 4-7
- SHS: M-R:4-8
- Success & Wellness Coaching: SVC, MSC, FIT, WELL



Counseling

- M/W/F 8-5; R 9:30-5
- Success & Wellness Coaching



Counseling

- New College

Summary & Conclusions

- **MWell4Success:**
 - Increased availability and accessibility of mental health services
 - Increased Mental Health Literacy among incoming student body
 - Trained Faculty/Staff in Mental Health First Aid
 - Targeted marketing campaigns for increasing help-seeking behaviors
- **Next steps:**
 - Continue to use evidence-informed strategies
 - Add Group Coaching
 - Increase Group Therapy
 - Men's Health Initiative to increase help-seeking behaviors
 - Address co-morbidity of AOD/mental wellbeing

Celebrating Excellence in Student Health & Wellness

Healthy Campus 2018 Award

*Celebrating Excellence in Student
Health & Wellness*

Key Findings from the 2018 Winners

activeminds.org/award
#HealthiestCampus





about

Active Minds is the nation's premier nonprofit organization supporting mental health awareness and education for students. More than 15,000 students each year join an Active Minds chapter located at more than 400 high schools, colleges, and universities nationwide.

Through education, advocacy, and outreach, students are empowering a new generation to speak openly about mental health, support each other, get help when needed, and take action for suicide prevention.

Join the Active Minds movement to change the conversation about mental health.

activeminds.org

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We encourage the dissemination of this guide.
Please provide credit to Active Minds.

Published June 2018

about the healthy campus award

The **Active Minds Healthy Campus Award** recognizes and celebrates U.S. colleges and universities that demonstrate excellence in prioritizing and promoting the health and well-being of their students.

The esteemed reviewers who participated in the 2018 Healthy Campus Award cited each school's unique strengths across nine defining characteristics of a healthy campus. This Key Findings document highlights many of those strengths.

Research shows that institutions that invest in student health see increased student engagement, retention, and success. Campus efforts also broaden the way society thinks about, cares for, and values wellness in all its dimensions.

Active Minds presents the Healthy Campus Award as part of its ongoing commitment to student wellness. The award celebrates leadership, innovation, collaboration, and excellence emerging from college and universities. It inspires locally-driven change across the country by shining a spotlight on those colleges and universities going above and beyond to create healthy communities that offer every student the opportunity to thrive and succeed.

2018 awardees

The 2018 Healthy Campus Award winners were chosen by a panel of prominent researchers and health and higher education experts. This year's winners represent a range of campuses – from small community colleges to major research universities – once again demonstrating that diverse institutions can make great strides to support student well-being within widely different contexts and challenges. They are models of what's possible when a college prioritizes a campus culture of health, safety, and well-being.

- **Arizona State University (Tempe, AZ)**
- **Duke University (Durham, NC)**
- **Jefferson Community College (Watertown, NY)**
- **Kent State University (Kent, OH)**
- **University of Oregon (Eugene, OR)**
- **University of South Carolina (Columbia, SC)**
- **University of South Florida (Tampa, FL)**

Common Themes

Five common themes characterized this year's Healthy Campus Award winners. By making the most of available resources, healthy campuses are prioritizing a collective, strategic approach; defining health broadly; committing to sustainable systems and policy changes; measuring results; and providing quality, responsive, and accessible clinical services.

prioritizing a collective, strategic approach

Many of this year's award-winning colleges are taking a comprehensive, strategic approach that ties healthy campus efforts with the mission and values of the university and engages a multidisciplinary network of stakeholders from all levels of the institution.

- **Kent State University** implemented A Strategic Roadmap to a Distinctive Kent State, a sweeping six-year plan to transform the university's vision and direction. Kent State Wellness was one of 14 university initiatives born from the strategic plan, inclusive of alcohol and drug use, mental health, nutrition, physical activity, preventive care, and more. For each of the eight priorities, a working committee identified problems and then developed programs, policies, or improvements to promote campus-wide health.
- **The University of South Florida** merged the divisions of Enrollment Planning and Management, Student Affairs, and Undergraduate Studies into one unit, the Division of Student Affairs & Student Success. The new Assistant Vice President of Health & Wellness implemented a public health and systems-thinking approach to student success via health, well-being, and quality of life.
- **Arizona State University's** charter addresses the responsibility of the institution for the overall health of the communities served. Their Live Well Network includes partnerships with departments that address health, counseling, wellness, fitness, sexual violence prevention, residential life, Greek life, student life, cultural engagement and other units.

defining health broadly

There is no health without mental health. Award-winning colleges are prioritizing mental health alongside physical health and using diverse strategies to address the multiple factors that influence health.

- **Jefferson Community College** has fully integrated physical and mental health services through the transition from the Health Office to a collaborative Health & Wellness Center (HWC). Comprehensive services are also housed in the HWC serving students of low socioeconomic status including: emergency transportation services, emergency childcare vouchers, on-campus food pantry, Watertown Vet Center clinical services, application assistance for Supplemental Nutrition Assistance Program (SNAP), housing assistance, and subsidized disability testing.
- **Duke University** brought health and wellness units together in a single location to establish the Duke Student Wellness Center. The co-location of Student Health, Counseling and Psychological Services, DuWell, and DukeReach has fostered care initiatives for transgender students and students in recovery. The inclusion of a new dental clinic, pharmacy, and physical therapy center allows Duke to focus on the full scope of student wellness, from prevention to intervention.
- **The University of Oregon** charges students a mandatory health fee that provides access to campus-based health and mental health services. Both counseling center and health center offer prevention, outreach, and health promotion services to the campus and contribute to the “Be Well Blog.” Whether it is a public health communicable disease or a mental health crisis response, staff from both departments work closely with students to address incidents that arise.

committing to sustainable systems and policy changes

Award-winning colleges are making thoughtful and deliberate policy, programmatic, environmental, and systems changes focused on identified community priorities with a goal of sustaining the impact of these changes over time.

- **The University of South Florida** has adopted a collaborative systems-thinking and public health based approach to inform their three-tiered policy solutions: (a) reaching student directly through mandatory Life Skills Modules and a revised new student orientation model that provides critical resources and referrals to students identified to be at risk even before school begins; (b) requiring mental health literacy training for faculty and staff and providing comprehensive wellness handbooks for when they need them; (c) and an integrated, multi-disciplinary Students Affairs and Student Success unit to champion wellness in curriculum and through one-on-one coaching.
- **The University of South Carolina's** Mental Health Council has successfully advocated for a centralized academic withdrawal policy to aid students needing to withdraw for physical and mental health reasons. They have collaborated on postvention procedures for campus tragedies and will soon conduct an environmental scan for lethal means on campus.
- **Duke University's** counseling and health services moved to open access models whereby students are encouraged to walk in for a first visit without the need to make an appointment. Both departments also now offer coordinated evening hours to facilitate student access to care. Additionally, the institution has convened a Food Institute to determine the impact of food insecurity facing students and will soon transition to a smoke-free campus.
- **Kent State University** has expanded psychological services through the hiring of seven additional full-time permanent positions; implemented a smoke-free, tobacco-free policy; implemented a comprehensive employee wellness program that promotes health in five major areas; and modified their leave of absence policy to be more supportive of mental health.

driven by data

Shaping a healthy campus community requires data-driven measures and outcomes. It means a commitment to quality and impact in both process and outcomes.

- **Arizona State University** collects and disseminates national college health data, participation data in programs and services, website and social media analytics, and other metrics during leadership meetings and to senior administrators, student government, advisory boards, and program coordinators. They match participation data with persistence and graduation rates to make the financial case for their programming.
- Through innovative software, **Jefferson Community College** captures data on age, race/ethnicity, LGBTQ status, socioeconomic status, and others to increase retention and persistence rates of at-risk students and populations. Results of their current multi-year study shows an increase in retention and persistence due to their wellness efforts.
- A dedicated team member at **Kent State University** drives data collection and creates reports, which foster accountability, in alignment with the university's strategic plan and wellness priorities. Results are shared with leadership and the community.

innovation highlights

The review panel for the Healthy Campus Award cited several particularly innovative practices among the award winning colleges. Read on to learn more.

innovation highlights

- Duke University has **embedded student wellness in the curriculum** through programs, such as their Resiliency Project, Personal Wellness course, nutrition courses, and first-year seminars addressing stress, identity, and wellness.
- Arizona State University has established a **Chief Wellbeing Officer position**, who has been responsible for creating a **Center for Mindfulness, Compassion, and Resilience**, focused on deepening the institution's culture of healthfulness, personal balance, and resiliency through learning opportunities and connecting with the larger community.
- University of South Carolina's "**Be Real. Be There. Mental Health Matters.**" health education campaign addresses mental health stigma through an award-winning video and print materials highlighting real student experiences with mental health and counseling services to share with their peers. Recently, the campus has been granted an opportunity to expand this initiative to include a podcast dedicated to sharing **true stories of grit and resilience**.
- With limited resources in a small, rural community, Jefferson Community College is providing **comprehensive services**, such as clinical mental health services, physical health services, emergency transportation, emergency childcare, and a food pantry in one co-location to meet the needs of their **students who are most at risk**.

innovation highlights

- The University of South Florida's **Success & Wellness Coaching** serves students experiencing impediments to academic success including: stress management, time management, procrastination, relationship issues, sleep issues, communication skills, and work/life balance. This innovative de-stigmatizing resource not only addresses the health and wellness needs of students but also provides goal-oriented services to students experiencing mental health concerns that may not reach a clinical level.
- As a collaboration of the University of Oregon's health center, counseling center, physical education and recreation, and student organizations, the **Duck Nest Wellness Center** provides programming, including "Dogs in the Duck Nest," meditation and relaxation, healthy eating, aromatherapy, yoga, mental well-being workshops, and wellness presentations offered by student Peer Wellness Advocates and health center staff. More than 8,147 students have accessed the **outreach programs** since its inception.
- An agreement reached by consensus of administrative leadership and academic affairs at Kent State University and endorsed by their student government established a **fall break** to give students a chance to decompress and return reeling renewed for the remainder of the fall semester and final exams.

challenges and opportunities for growth

Universities and colleges continue to face challenges in prioritizing student well-being. In 2015, Active Minds collected data from nearly 100 campuses to identify specific areas of growth.

challenges & opportunities for growth

Active Minds identified three specific challenges most universities and colleges still face, in particular, in continuing to prioritize student well-being. Challenges include providing equal opportunities for health; championing student voices; and providing quality, accessible clinical services.

1. Championing Student Voices

Students know students. They turn to each other when struggling with health and model their behaviors and attitudes after their peers'. They are experts in the best programming, strategies, messaging, and approaches to engage students and create a campus culture and climate that fosters mental health, physical health, and well-being.

Arizona State University, Duke University, Kent State University, and others are putting students front and center through student-led solutions, such as student-led programming, student support groups, and peer educators, for fostering emotionally healthy campus where students support each other through good days and bad. Student government leaders at many campuses are taking the lead on prioritizing health and wellness through programs, policies, and resource allocation. However, much work is still to be done in empowering the student voice in campus decision-making. For guidance on what this might look like, see [Active Minds' Position Statement on the Student Voice](#).

challenges & opportunities for growth

2. Providing Equal Opportunities for Health

Creating a healthy campus community means working to address gaps in opportunity that tend to disproportionately and negatively affect certain populations, such as ethnic minorities and those with limited English skills, lesser income, and/or a marginalized sexual or gender identity.

Campuses, such as the University of South Carolina and Duke University, are addressing this challenge by providing academic and financial support to low-income and first-generation students. Cultural competency training for staff and cross-campus collaborations inclusive of multicultural, LGBTQ+, international student, student veterans, and social justice programs are addressing barriers to student health for students most at risk.

Most notably, senior leaders, including the Provost and Vice President for Student Affairs and Student Success at the University of South Florida, are held accountable for equity in access and success. The use of Predictive Analytics by a cross-functional Persistence Committee is one of several initiatives implemented to achieve and maintain parity. As a result, the campus has eliminated the achievement gap between students on the basis of race, ethnicity, and socioeconomic status and have their sights on impacting disparities in gender next.

challenges & opportunities for growth

3. Providing Quality, Responsive, Accessible Clinical Services

While a school strives to move students towards health, it should serve the clinical needs of those students facing mental and physical illness, as well. Clinical services should adhere to national standards of excellence and be available via accessible locations, times, and timelines.

To address this challenge, the University of South Carolina's Student Health Services uses a dedicated care-team model that promote the patient/provider relationship and the continuity, comprehensiveness, and accessibility of care. Access to mental health services now includes expanded evening and weekend hours, online services, and use of mental health screenings in medical clinics.

Additionally, campuses like Arizona State University and the University of South Florida are embedding mental health services throughout campus in Health Services, residential life, and in colleges/schools and utilizing technology to provide online mental health assessments, self-paced learning platforms, and online therapy services. Arizona State prioritizes immediate access to services to ensure that any student can be seen in the same day for counseling.

Acknowledgements

The Active Minds Healthy Campus Award is made possible through the generous support of Peg's Foundation.

Active Minds also wishes to thank our esteemed panel of reviewers for the 2018 award:

- Dr. Megan Amaya, President, National Consortium for Building Healthy Academic Communities
- Sruti Bandlamuri, member, Active Minds Student Advisory Committee
- Dr. Alfee Breland-Noble, Senior Scientific Advisor, The Steve Fund
- Dr. Daniel Eisenberg, Director, Healthy Minds Network
- Dr. Ashley Finley, National Evaluator, Bringing Theory to Practice
- Dr. Michael Huey, President, American College Health Association
- Megan Larson, member, Active Minds Student Advisory Committee
- Steve Loflin, CEO, National Society of Collegiate Scholars
- Dr. April Lovett, Representative, NIRSA, Leaders in Collegiate Recreation
- Andy MacCracken, Executive Director, National Campus Leadership Council
- Dr. Sharon Mitchell, President, Association for University and College Counseling Center Directors
- Dr. Deb Moriarty, Past Board Chair, NASPA, Student Affairs Administrators in Higher Education
- Dr. Stephanie Pinder-Amaker, Director, College Mental Health Program, McLean Hospital
- Dr. Daniel Pine, Chief, Section on Development and Affective Neuroscience, National Institute of Mental Health
- Dr. Ilene Rosenstein, Associate Vice Provost, Campus Wellness and Education, University of Southern California

Previous Winners:

- California State University, Long Beach
- Cornell University
- Jefferson College
- Lawrence University
- Ohio State University
- Sacramento State University
- School of the Art Institute of Chicago
- University of Minnesota
- University of North Carolina at Greensboro
- University of Texas at Austin
- University of Wisconsin-Madison
- Western Washington University

Information about the award criteria, process, and more is available at activeminds.org/award.

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changing the conversation
about mental health

Fall 2018 USF System Enrollment & Student Profile (Drop/Add)

USF SYSTEM BOARD OF TRUSTEES

AUGUST 27, 2018

Ralph Wilcox, Provost & Executive Vice President



Student Enrollment: USF System

(drop/add benchmark)

USF System <i>Drop/Add</i>		2018 Accountability Plan Goal	Fall 2018		
			#	#	%
Total Enrollment	Total Students	50,832	50,755	50,755	
Degree Seeking	Total Degree-Seeking Students	48,507	48,728	48,728	96%
	Undergraduates	36,850	37,333	37,333	77%
	Grad I	11,657	11,395	7,446	15%
	Grad II			2,461	5%
	Medical (MD + PharmD)			1,488	3%
Non-Degree Seeking	Total Non-Degree Seeking	2,326	2,027	2,027	4%
	Undergraduates		1,105	1,105	55%
	Graduates		922	922	45%

Meets/Exceed AP Goal
Does Not Meet AP Goal

Student Enrollment: USF Tampa

(drop/add benchmark)

USF Tampa <i>Drop/Add</i>		2018 Work Plan Goal	Fall 2018		
			#	#	%
Total Enrollment	Total Students	43,539	43,866	43,866	
Degree Seeking	Total Degree-Seeking Students	41,579	42,112	42,112	96%
	Undergraduates	30,656	31,389	31,389	75%
	Grad I			6,774	16%
	Grad II	10,923	10,723	2,461	6%
	Medical (MD + PharmD)			1,488	4%
Non-Degree Seeking	Total Non-Degree Seeking	1,961	1,754	1,754	4%
	Undergraduates		888	888	51%
	Graduates		866	866	49%

Meets/Exceed AP Goal

Does Not Meet AP Goal

Student Enrollment: USFSP

(drop/add benchmark)

USFSP <i>Drop/Add</i>		2018 Work Plan Goal	Fall 2018	
			#	%
Total Enrollment	Total Students	5,050	4,812	
Degree Seeking	Total Degree-Seeking Students	4,800	4,631	96%
	Undergraduates	4,220	4,102	89%
	Grad I	580	529	11%
Non-Degree Seeking	Total Non-Degree Seeking	250	181	4%
	Undergraduates		134	74%
	Graduates		47	26%

Meets/Exceed AP Goal
Does Not Meet AP Goal

Student Enrollment: USFSM

(drop/add benchmark)

USFSM <i>Drop/Add</i>		2018 Work Plan Goal	Fall 2018	
			#	%
Total Enrollment	Total Students	2,243	2,077	
Degree Seeking	Total Degree-Seeking Students	2,128	1,985	96%
	Undergraduates	1,974	1,842	93%
	Grad I	154	143	7%
Non-Degree Seeking	Total Non-Degree Seeking	115	92	4%
	Undergraduates		83	90%
	Graduates		9	10%

Meets/Exceed AP Goal

Does Not Meet AP Goal

USF System: New FTIC Academic Profile

(drop/add benchmark)

New FTIC Profile <i>Drop/Add Benchmark</i>	Fall 2018 Headcount (Fall 2017)	Fall 2018 Avg. ACT (Fall 2017)	2018 Accountability Plan Goal	Fall 2018 Avg. 2-Part SAT	2018 Accountability Plan Goal	Fall 2018 Avg. HSGPA (Fall 2017)	Fall 2018 MCAT (Fall 2017)
USF System	3,265 ↑ (3,064)	28 ↑ (28)	N/A	1283 ↑ (1266)	N/A	4.09 ↑ (4.08)	515 ↑ (514)
USF Tampa	2,800 ↑ (2,552)	29 ↑ (28)	1282	1295 ↑ (1279)	4.10	4.13 ↑ (4.12)	515 ↑ (514)
USFSP	396 ↓ (402)	26 ↑ (26)	N/A	1208 ↑ (1208)	N/A	3.86 ↑ (3.82)	N/A
USFSM	96 ↓ (110)	26 ↑ (25)	N/A	1231 ↑ (1192)	N/A	3.95 ↑ (3.92)	N/A

Meets/Exceed AP Goal

USF System: Diversity

(drop/add benchmark)

USF System <i>Drop/Add Benchmark</i>	Fall 2018 Total Enrollment (Fall 2017)		Fall 2018 New FTICs Total Enrollment (Fall 2017)	
	#	%	#	%
Non-White	20,866 (20,196)	41% (40%)	1,323 (1,229)	41% (40%)
International (Non-Resident Alien)	4,821 (4,946)	9.4% (9.8%)	246 (190)	7.5% (6.2%)
Gender (Male / Female)	22,144 / 28,593 (22,377 / 28,188)	43.6% / 56.3% (44.2% / 55.7%)	1,279 / 1,985 (1,239 / 1,825)	39.2% / 60.8% (40.4% / 59.6%)

USF SYSTEM

St. Petersburg

PERFORMANCE UPDATE

USF BOARD OF TRUSTEES

Martin Tadlock
September 4, 2018



Student Access

- Pinellas Access to Higher Education (PATHe)
 - PATHe Counselors and high school partnerships
 - FUSE Scholarships
 - Blue/Gold Scholarships
 - Emerging Scholars Program
 - Community Education/Outreach
 - Pinellas Education Consortium
- Chancellor's Leadership Council
- St. Petersburg Scholars
- Windward Scholarship

Student Success

- 10% increase in fall to fall retention (F16-F17)
- 15% increase in APR – 65.5% to 75.6% (F16-F17)
- 11 percentage point increase in four year graduation rate (2016,2017)
- \$1,400 increase in median wages of new bachelor's degree graduates (2015,2016)
- 17% increase in bachelor's degrees awarded in areas of strategic emphasis (2016,2017)
- 15% increase in student internships (2017,2018)
- \$420,000 reduction in textbook costs to students (2016,2017)

Fundraising

- **Total Pledges/gifts received against prior year and plan:**
 - FY 2018 Plan: \$3,000,000; Actual: \$3,513,416
- **Major Gifts received (>\$100,000):**
 - FY 2018 Actual: 5 Donors; Total: \$2,917,197
- **Endowment against prior year and plan:**
 - FY 2017 Actual: \$16,595,131.31
 - FY 2018 Actual: \$18,857,817.23 (principal value)
\$25,170,489.47 (market value)

Facilities - St. Petersburg

Project	Funded	Budget	Scope	Schedule
Housing – Residence Life	Y (Developer)	●		
Harbor Hall Re-roof & HVAC	Y (E&G)	●	●	●
Waterfront Bldgs/Site - Master Plan	Y (E&G)		●	●
New HVAC – Library/Davis/Coquina	Y (Carry forward)	●	●	●
Davis Hall Renovation	Y (PECO)	●		



Leadership Talent

Critical Hires:

- 100% of 2018 new tenure-track faculty hired (20) earned their PhD from and/or were teaching at an R1 university prior to joining USFSP
- Carrie O’Brion – Director of Marketing and Communications
- Nick Setteducato – Interim Regional Vice Chancellor for Administration and Finance

General

90-day priorities: *(tied to strategic plan/work plan goals)*

- Move residential hall initiative to BOG approval
- Continue to pursue opportunities for additional space

Highlights:

- Kate Tiedemann College of Business Online MBA Program ranked #30 in the nation and #3 in Florida by U.S. News and World Report
- Internships through the Kate Tiedemann College of Business increased from 12 in 2015 to 109 in 2018
- USFSP the first or second choice for 93% of 2017-18 FTIC cohort
- First comprehensive biography of tennis legend and civil rights icon Arthur Ashe published by Dr. Ray Arsenault