

Consolidation, Accreditation and Preeminence

USF Board of Trustees Workshop

January 14, 2019



Objectives of the Workshop

Increase understanding among Trustees around key issues involved in the process of consolidation that will need to be part of the University's plan for implementation

Ensure that Trustees are prepared to make informed, timely decisions upon receipt of the proposed implementation plan timeline on March 5, 2019



Today, we intend to

Review CIC progress on critical elements of consolidation including

- Those that have already been resolved
- Those that are currently in discussion

Engage you in discussion of some case studies

Answer your questions

Outline next steps toward the March 15, 2019 and March 15, 2020 deadlines and beyond



Origin of Charge to Consolidate

1004.335 Accreditation consolidation of University of South Florida branch campuses.—

(5) No later than March 15, 2019, the Board of Trustees of the University of South Florida, after considering the recommendations of the task force, must adopt and submit to the Board of Governors an implementation plan that:

(a) Establishes a timeline for each step that is necessary to terminate the separate accreditation for each campus no later than June 30, 2020, so that there is no lapse in institutional accreditation for any campus during the phasing-out process.

(b) Minimizes disruption to students attending any University of South Florida campus so that the consolidation of SACSCOC accreditation does not impede a student's ability to graduate within 4 years after initial first-time-in-college enrollment.

(c) Requires that, on or before July 1, 2020, the entirety of the University of South Florida, including all campuses and other component units of the university, operate under a single institutional accreditation from the SACSCOC.

(d) Requires that, on each regularly scheduled submission date subsequent to July 1, 2020, the University of South Florida report consolidated data for all of the university's campuses and students to the Integrated Postsecondary Education Data System and to the Board of Governors. The Board of Governors shall use the consolidated data for purposes of determining eligibility for funding pursuant to ss. 1001.7065 and 1001.92.



Single Accreditation Submission to SACSCOC must address these standards:

Administration and Organization

Faculty

Institutional Planning and Effectiveness

Student Achievement

Educational Program Structure and Content

Educational Policies, Procedures and Practices

Library and Learning/Information Resources

Academic and Student Support Services

Distance Education



Overview of the Charge

Meet the legislative mandate of the Florida Excellence in Higher Education Act of 2018, signed into law by Gov. Scott on March 11, 2018 to **consolidate** USF by presenting an implementation plan and timeline to the SUS Board of Governors by March 15, 2019:

- to strengthen Florida **Preeminent** University status,
- to achieve SACSCOC **accreditation** as a single university by July 1, 2020,
- to pursue membership in the **AAU**, and ultimately
- to enhance and deliver outstanding learning opportunities for **students**.

Relevant Timeline

February 12, 2019	BOT CAP Committee Meeting <ul style="list-style-type: none">•President presents BOT Implementation Plan to CAP and•Task Force Presents their Recommendations to CAP
March 5, 2019	BOT Meeting <ul style="list-style-type: none">•Full BOT considers Implementation Plan
March 15, 2019	Deadline for BOT to submit Implementation Plan Timeline to BOG
March 15, 2020	Deadline for BOT to submit substantive change request to SACSCOC
June 2020	SACSCOC Summer Meeting <ul style="list-style-type: none">•SACSCOC votes on USF's substantive change request
July 1, 2020	A consolidated USF is singly accredited by SACSCOC



USF Board of Trustees Guiding Principles

Strengthen USF's stature as a Preeminent Research University with national and global prominence;

Embrace a model of **"One University Geographically Distributed"** while preserving campus identity – guided by a transparent and collaborative process;

Commit to "Students First", through expanding access and raising educational attainment while continuing USF's national best practice of student success and diversity;

Establish a **clear, simple and unified leadership structure by aligning accountability with authority** and valuing shared governance through engaging students, faculty and staff on all campuses;

Assure consistency of **high impact research across the university** through establishing centers and programs of academic excellence on each campus;

Enhance regional economic development while avoiding unwarranted duplication of academic programs, and

Maximize performance, service quality and operational efficiencies through optimizing the utilization of faculty talent and technology across the University.



Strengthening Preeminence

Preeminence		BENCHMARKS	2018 TAMPA ACTUALS		2019 TAMPA GOALS		2018 SYSTEM ACTUALS		2019 SYSTEM GOALS	
1	Average GPA / SAT Score	4.0 / 1200	Fall 2017	4.12 / 1280	Fall 2018	4.1 / 1282	Fall 2017	4.07 / 1266	Fall 2018	4.1 / 1282
2	Public University National Ranking [Top 50 rankings based on BOG's official list of publications]	2 in Top 50	2018	4	2019	5	2018	TBD	2019	TBD
3	Freshman Retention Rate [Full-time students as reported to IPEDS]	≥90%	2016-17	90%	2017-18	91%	2016-17	88.3%	2017-18	91%
4a	Six-Year Graduation Rate [Full-time students as reported to IPEDS]	≥70%	2011-17	71%			2011-17	68.8%		
4b	Four-year Graduation Rate [Full-time students as reported to IPEDS]	≥60%			2014-18	60%			2014-18	57.6%
5	National Academy Memberships	6	2018	13	2019	13	2018	13	2019	13
6	Science & Engineering Research Expenditures (\$M)	≥\$200	2016-17	\$502	2017-18	\$503	2016-17	\$502	2017-18	\$503
7	Non-Medical Science & Engineering Research Expenditures (\$M)	≥\$150	2016-17	\$288	2017-18	\$289	2016-17	\$288	2017-18	\$289
8	Number of Broad Disciplines Ranked in Top 100 for Research Expenditures [includes private univ.]	5 in top 100	2015-16	7 of 8	2016-17	8 of 8	2015-16	7 of 8	2016-17	8 of 8
9	Utility Patents Awarded [over three calendar years]	≥100	2015-17	324	2016-18	325	2015-17	324	2016-18	325
10	Doctoral Degrees Awarded Annually	≥400	2016-17	721	2017-18	725	2016-17	721	2017-18	725
11	Number of Post-Doctoral Appointees [note: statute requires a source with time lag]	≥200	Fall 2014	300	Fall 2015	277	Fall 2014	300	Fall 2015	282
12	Endowment Size (\$M)	≥\$500	2016-17	\$442	2017-18	\$450	2016-17	\$442	2017-18	\$450



An Ecosystem for Success

A roadmap for consolidation to create a “consolidated USF ecosystem for student, faculty and staff success.”

Recognizes that changes in one area have explicit and implicit effects within the university ecosystem.

For example, changes in branding affect incoming student profiles which affect retention/graduation rates which affect preeminence and university rankings which affect donor contributions, faculty and staff recruitment, and research funding and so on



Progress of the CIC

- An 86-member Consolidation Implementation Committee (CIC) comprised of faculty, staff and leaders across the USF System was convened by the President.
- 6 subcommittees met intensively over 4 months to consider the best mechanisms to assure student success, curricular alignment, faculty research productivity, faculty governance, external relationships and sound fiscal management.
- They have made significant progress and submitted a set of considerations for the development of the consolidation implementation plan.
- These considerations address elements critical for SACSCOC accreditation and strengthened preeminence, and are classified into three categories:
 - Materially completed;
 - Consensus reached, work underway;
 - Intensive effort underway.



SACSCOC Standards: (A) Materially Completed

- Undergraduate admissions, enrollment management, financial aid
- Undergraduate Persistence
- Unified General Education Curriculum
- External Affairs
 - Governmental Relations
 - Development
 - Alumni Relations
 - Corporate Partnerships
- Marketing and Communication



SACSCOC Standards: (B) Consensus Reached, Work Underway

- Faculty Governance
- Faculty Tenure and Promotion Guidelines
- “Equitable access to all student services” (e.g., support services, health & wellness, career development, etc.)
- Research Infrastructure and Support
- Creating and supporting a Digital Ecosystem for communication, video-conferencing and distance/blended learning



SACSCOC Standards: (C) Intense Effort Underway

- Program Alignment and College Structure (including the libraries)
- Curriculum Consolidation
- Educational Policies and Procedures
- Academic Leadership and Performance Accountability: Roles, Reporting and Responsibility
- Decision Support and Institutional Effectiveness



CASE STUDIES FOR DISCUSSION



Case Study I: Student “home”

Students apply to USF

Students enroll in a major (or are undeclared)

- “Majors” exist on single or multiple campuses
- If offered on multiple campuses, students indicate a preference

Students indicate a housing preference

Students need to be advised, provided necessary services, supports and opportunities and need access to courses

Students will be identified as USF students. Are there advantages or disadvantages to campus affiliation?



Implications

A benefit of consolidation is greater access to educational, co-curricular, extra-curricular and community opportunities

SACSCOC requires “equitable access to all student services”

The *organization* of opportunities and services depends on the ability to predict the need or demand

The *management* of limited resources requires that we have mechanisms in place to determine priorities

Who gets beds in residence halls? Who gets seats in classrooms? Who gets appointments in student counseling? Who gets access to internship opportunities with local businesses? Who secures research opportunities?



Case Study II: Student fees

Currently students pay differential fees depending on the campus

Currently, per credit hour, \$59.24 vs \$53.49 vs \$45.71

Students receive services from their campus

Students receive some benefits from being part of the USF System

SACSCOC requires that all students in the single university have “equitable access to all services”

What are the advantages or disadvantages of having students pay the same fees across the university, irrespective of campus?



Implications

Containing costs for students is an important goal and having a lower cost option might be desirable

On the other hand, a uniform fee structure would facilitate equitable access to all services, eliminate perverse incentives, create a stronger community to which all belong, and be easier to administer

Need to review impact of fee methodology on fee usage policy (“You generate, you use” versus “shared resource”)



Case Study III: Academic Structures

Students enroll and faculty teach within degree programs

Degrees are offered by academic units

Whether these are programs, departments, or schools, they all are organized within Colleges

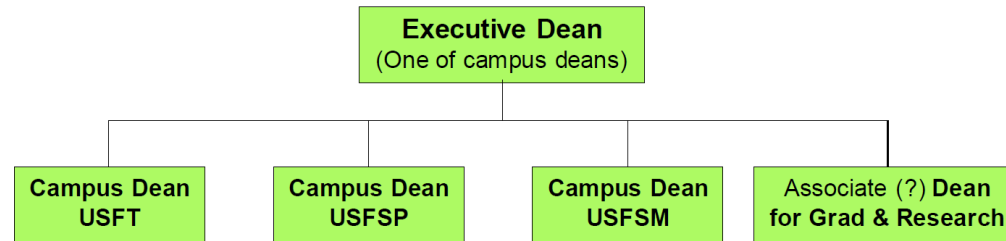
SACSCOC stipulates that there can only be one College within a given discipline (e.g. Business, Engineering, Medicine, etc.)

Faculty are working now on curriculum alignments, faculty alignments around programs and options for academic unit configurations

What are the implications of consolidated academic structures for the future aspirations of USF?



MCOB Proposal for Post-Consolidation Structure: Leadership and Programs



Tampa

- Lynn Pippenger School of Accountancy
 - ⇨ Accounting
- School of Management & Business Analytics
 - ⇨ BAIS
 - ⇨ Management
 - ⇨ Management Science
- School of Marketing & Innovation
 - ⇨ Marketing Management
 - ⇨ Supply Chain Management
 - ⇨ Entrepreneurial studies
 - ⇨ Vinik Sports & Entertainment

St. Petersburg

- Kate Tiedemann School of Business
 - ⇨ Finance
 - ⇨ Real Estate
 - ⇨ Business Economics
 - ⇨ Financial Planning & Services

Sarasota-Manatee

- School of Risk Management, Insurance, & Security
 - ⇨ Risk Management & Insurance
 - ⇨ Information Assurance & Security
 - ⇨ Risk Management (currently called Cybersecurity)
- School of Hospitality & Tourism Leadership
 - ⇨ Hospitality Management



Next Steps

- Following CIC considerations, intensive ongoing work by functional Teams & Curriculum Clusters to finalize an implementation plan by February 11, 2019.
- Presentation of plan to CAP on February 12, 2019 with BOT approval on March 5, 2019 for submission to BOG on March 15, 2019
- Continued work towards SACSCOC submission by March 15, 2020
- Progress towards strengthened preeminence and AAU aspirations

Any remaining questions?



THANK YOU!!



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December 19, 2018



Consolidation Plans for a Singly Accredited University of South Florida
submitted by
Pritish Mukherjee & Donna Petersen, co-Chairs
Consolidation Implementation Committee (CIC)

Contents

PREFACE..... 3

I. The current state..... 5

II. Important factors for consolidation 5

III. Process of the CIC..... 6

IV. Summary of the charges of the CIC subcommittees..... 7

V. Interdependencies among questions addressed by the CIC subcommittees 7

VI. Opportunities..... 8

VII. Progress on issues critical to consolidation..... 8

VIII. Critical decisions that require USF leadership’s attention 13

IX. Considerations of the CIC Action Plan for Consolidation..... 15

(1) Student Success Subcommittee Considerations 16

(2) General Education & Curricular Alignment Subcommittee Considerations 26

(3) Faculty Affairs Subcommittee Considerations 31

(4) Research Subcommittee Considerations 35

(5) External Affairs Subcommittee Considerations 37

X. Next Steps for the Development of a Consolidation Plan..... 38

Appendix A: Charter of the USF Consolidation, Planning, Study and Implementation Task Force 40

Appendix B: Final Recommendations of the Consolidation Planning Study and Implementation Task Force Subcommittees 45

Appendix C: CIC Membership List..... 51

Appendix D: Current Mission, Vision and Values Statements for the Three Campuses of the USF System 54

Appendix E: Draft of the 2019-2024 Strategic Plan for a Preeminent USF Tampa..... 57

DRAFT

December 19, 2018

Appendix F: Current Institutional Characteristics for all Three Campuses of USF	64
Appendix G: Preeminence Metrics	66
Appendix H: SACSCOC Requirements	67
Appendix I: Board of Trustees Guiding Principles	70
Appendix J: CIC Meeting Schedule	71
Appendix K: Process of the CIC Subcommittees.....	72
Appendix L: CIC Subcommittee Charges.....	76
Appendix M: Draft Tenure and Promotion Guidelines Document.....	79
Appendix N: Executive Summary of USF System Research Strategic Plan 2017-2021...	81
Appendix O: List of Research Centers and Institutes at USF (all campuses).....	88
Appendix P: Administrative and Academic Structure Proposed by Business Deans for Consideration	90
Appendix Q: Unified Response to Questions from the Student Success, Academic Programs, and Campus Identity Subcommittee of the Task Force	91
Appendix R: Planned and existing undergraduate and graduate programs on all three campuses	99
<i>Appendix R1: Programs on the Five-Year Academic Master Plan</i>	<i>99</i>
<i>Appendix R2: Programs in Development as per the Five-Year Academic Master Plan</i>	<i>99</i>
<i>Appendix R3: New Programs</i>	<i>100</i>
<i>Appendix R4: Undergraduate Programs Currently Offered on More Than one Campus .</i>	<i>101</i>
<i>Appendix R5: Graduate Programs Currently Offered on More Than One Campus</i>	<i>103</i>
Appendix S: Summary of Current Undergraduate and Graduate Fees at USF.....	104

DRAFT

December 19, 2018

PREFACE
CONSOLIDATION PLANS
FOR A SINGLY ACCREDITED UNIVERSITY OF SOUTH FLORIDA

The signing into law of “The Florida Excellence in Higher Education Act of 2018” by Governor Rick Scott on March 11, 2018 requires the currently separately-accredited institutions of the University of South Florida (USF) System comprising USF Tampa, USF St. Petersburg and USF Sarasota-Manatee to consolidate as a singly accredited USF by July 1, 2020. Two bodies were created to lead this effort: a legislatively-mandated USF Planning, Study and Consolidation Task Force (see *Appendix A*), and an internal Consolidation Implementation Committee (CIC).

The 13-member Task Force divided into three subcommittees: Student Access, Shared Governance/Transparency, and Student Success/Academic Programs/Campus Identity. These subcommittees have submitted their recommendations to the Task Force (see *Appendix B*). Based on these recommendations the Task Force will be making its final recommendations to the USF Board of Trustees on February 15, 2019.

The 86-member internal CIC, comprised of USF faculty, students and staff from all three campuses, divided into six subcommittees: Student Success, General Education & Curricular Alignment, Faculty Affairs, Research, External Affairs and Business & Finance will submit their considerations for consolidation to USF leadership on December 19, 2018 for an eventual submission of final recommendations by USF leadership to the USF Board of Trustees, also on February 15, 2019. (CIC membership is listed in *Appendix C*.)

After careful deliberation, the members of the Consolidation Implementation Committee (CIC) present a bold, inclusive and collaborative plan for the consolidation of the three currently separately-accredited campuses of the University of South Florida System in Tampa, St. Petersburg and Sarasota-Manatee into a singly accredited University of South Florida. As one university geographically-distributed, we are united in shaping a future without limits for our students through education directed at generating the leaders and workforce of the future, research advancing the frontiers of human knowledge and creating future innovations, and partnerships transforming lives in local communities, the nation and the world. We envision a university functioning seamlessly across the geographic boundaries of the campuses with limitless potential for local and global impact.

The guiding principles of the proposed consolidation implementation plan are:

- Compliance with SACSCOC criteria for consolidation;
- Ensuring that no current or future student encounters academic disruption or delay in their progress to graduation as a result of consolidation;
- Strengthening the status of USF as a preeminent research university;
- Aligning responsibility and authority in university administration;
- Celebrating the diversity and unique identities of all three campuses by building on and extending existing strengths to create an interconnected ecosystem directed at student and faculty success across the consolidated university;
- Generating efficiencies of scale to defray the cost of new initiatives.

3

DRAFT

December 19, 2018

In developing this plan, the members of the Consolidation Implementation Committee have not simply contemplated a “patchwork” of connections nor have we sought to maintain the status-quo at each campus. Rather, we have explored a unifying plan that merges current capabilities into a post-consolidation institution synergistically offering opportunities for academic programs and research that will ultimately exceed what is now available to our students at the University of South Florida. This will require a collective vision embracing a paradigm of collaboration and openness to new ways of operation directed at positioning USF as an institution of choice for student success and access. Further, the implementation plan is not intended to achieve a full “switch-on” on July 1, 2020, but rather sets in motion a series of actions with prescribed timelines that ensure single-accreditation on July 1, 2020 and continued development beyond that date. The plan also specifies the requirement for ongoing dynamic assessment of success of the consolidation, and identification and implementation of needed changes along the way.

We propose to achieve consolidation of USF through a detailed plan that will establish and ensure:

- Uniformity of student admissions across the university while maintaining access, diversity and student success;
- Uniformity of learning outcomes for a degree program offered at multiple sites across the university irrespective of campus delivering the program;
- Equitable access for students to services across the university;
- Faculty control of curriculum;
- Unified faculty governance across USF;
- Unified faculty tenure and promotion guidelines consistent with workload assignments;
- Access to academic programs and infrastructure through digital and physical connections between campuses;
- Academic and administrative structures consistent with that of a preeminent research university in the State, and consistent with the requirements of SACSCOC accreditation;
- University and academic administration that is responsible and efficient in unifying operations, ensuring alignment of accountability and authority across campuses while providing local leadership and immediacy of response.

DRAFT

December 19, 2018

I. The current state

As current separately accredited institutions, USF St. Petersburg, USF Sarasota-Manatee, and USF Tampa have separate mission statements which are included in *Appendix D*. Prior to the consolidation legislation, a new 2019-2024 Strategic Plan for USF Tampa, a preeminent research university, was developed by a 59-member Strategic Planning Committee to follow the current 2013-2018 Strategic Plan. A draft of that plan is included in *Appendix E*. A pre-consolidation USF System Strategic Planning Committee with membership from all three campuses was engaged in discussing areas of overlapping interest for the System and can be readily reconstituted/recharged with developing unified mission and vision statements, as well as specific goals for the consolidated USF. The obvious synergies in the various mission statements in Appendices D and E provide a firm foundation for the development of such a unified mission statement, one of the requirements for consolidated SACSCOC accreditation.

A table including the current detailed characteristics of the three separately accredited institutions is included in *Appendix F*. It presents a quantitative overview of campus classifications, numbers of colleges, degree programs, student enrollments and profiles, instructional faculty, operating budgets, research expenditures, facilities and space, and resident and non-resident student tuition and fees for undergraduate and graduate students. The data provides foundational context for consolidation.

II. Important factors for consolidation

Preeminence metrics:

- It is imperative that USF strengthen Preeminence post-consolidation. Preeminence standards will likely continue to increase in rigor, and consolidation poses additional challenges for USF in maintaining its Preeminence status.
- The metrics at greatest risk post-consolidation are the freshman retention rate and the four-year graduation rate. All of the campuses, working together, have to be vigilant in achieving and exceeding these metrics.
- The Preeminence metrics related to research productivity and investment represent opportunities for strengthened performance in the future state, as these metrics are measured in aggregate for the consolidated university. This assumes that the process of consolidation does not decelerate research productivity on the USF Tampa campus and also highlights the need for strategic synergistic enhancements in research support and capacity for all faculty, regardless of campus home.

See *Appendix G* for Preeminence Metrics.

SACSCOC requirements:

- USF cannot take any action in its consolidation process that would jeopardize its single accreditation with its regional accreditor, the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC).
- Certain SACSCOC requirements are straightforward and can be easily implemented, for example, the requirement that the name of the new institution be the University of South Florida and that it will have one CEO, who may be called a President.

DRAFT

December 19, 2018

- Several other SACSCOC requirements are considerably more complex and challenging. For example, SACSCOC requires that USF only have one College per academic discipline and that curricula for the same degree must be uniform regardless of campus location. Another example of a complex requirement is that SACSCOC demands that USF provide equal access to all student services.
- The SACSCOC Substantive Change prospectus, due on March 15, 2020, must include descriptions of how USF plans to address several other complex issues and how it will fund the consolidation efforts. The prospectus requirements include a business plan that entails a description of financial resources to support consolidation and an assessment of the impact of consolidation on physical resources, facilities, and equipment.
- See **Appendix H** for the full list of SACSCOC requirements

Board of Trustees Guiding Principles:

- The Consolidation, Accreditation, and Preeminence (CAP) Committee of the USF Board of Trustees developed a set of guiding principles for USF's consolidation.
- The guiding principles include strengthening USF's status as a Preeminent University, committing to "Students First" through expanding access and educational attainment, and establishing a simple, unified leadership structure that aligns accountability with authority.
- The guiding principles have informed the work of the CIC subcommittees. See **Appendix I** for the full list of Board of Trustees Guiding Principles

III. Process of the CIC

- The CIC chairs, Drs. Pritish Mukherjee and Donna Petersen, conducted listening tours with faculty, staff, and students at USF St. Petersburg, USF Sarasota-Manatee and USF Tampa to inform their work as leaders of the CIC. They have also met twice with the USF Tampa Faculty Senate.
- The two CIC chairs also met regularly to discuss strategy, align on their work in leading the committee, and develop meeting agendas and materials.
- The CIC chairs and the subcommittee co-chairs met biweekly for 90 minutes to discuss progress, explore interdependencies between their work, and resolve any outstanding issues. The CIC meeting schedule is outlined in **Appendix J**.
- Each of the six CIC subcommittees were led by two or three co-chairs, who are subject-matter experts in their fields and possess insight into the context at USF St. Petersburg, USF Sarasota-Manatee, and USF Tampa.
- Four of the six subcommittees (External Affairs, Faculty Affairs, General Education & Curricular Alignment, and Student Success) divided their subcommittee members into working groups to tackle specific sub-charges and met biweekly as full subcommittees to align on their work.
- The Research subcommittee did not split into working groups given its smaller membership; the subcommittee met biweekly to address their charges. The Business and Finance subcommittee also took a different approach given the dependence of their work on the other subcommittees. They had embedded members in each of the other subcommittees and therefore directly contributed to deliberations throughout the process.

6

DRAFT

December 19, 2018

- The CIC gratefully acknowledges the contributions of Ms. Franca Nurczynski, Mr. Michael Stallworth and Dr. Peter Stokes of the Huron Consulting Group in providing critical support for the logistics of functioning of the CIC, for enabling articulation of the CIC with the ongoing work of the Task Force and for providing periodic updates on the progress of the CIC to the USF Board of Trustees.
- A more detailed description of the CIC subcommittees' process is included in **Appendix K**.

IV. Summary of the charges of the CIC subcommittees

- The six CIC subcommittees established charge statements to drive the development of their considerations for consolidation.
- The Business and Finance subcommittee was charged with coordinating all areas pertaining to financial management, tuition and fees, audit and compliance, debt/bonds, safety and security, contractual agreements, human resources, and facilities.
- The External Affairs subcommittee was charged with discussing topics related to branding, marketing and communications, fundraising and alumni affairs, corporate and community partnerships, and preserving unique campus identities.
- The Faculty Affairs subcommittee was charged with addressing tenure & promotion guidelines, faculty governance, and academic structures and administrative support.
- The General Education & Curricular subcommittee was charged with making recommendations related to the general education curriculum, duplicative courses and programs, and campus-specific strengths.
- The Research subcommittee was charged with addressing issues of research infrastructure, space, campus-based centers of excellence, and organizational structure.
- The Student Success subcommittee was charged with coordinating all areas dealing with enrollment planning and management, admissions, retention and graduation rates, counseling, and student engagement.

See **Appendix L** for the CIC subcommittee charges.

V. Interdependencies among questions addressed by the CIC subcommittees

- The CIC subcommittee co-chairs met biweekly and addressed a host of issues, including the interdependencies among the questions tackled by their subcommittees.
- Several subcommittees touched on the issue of tenure and promotion guidelines. The Faculty Affairs subcommittee was charged with developing a proposal for a set of consolidated tenure & promotion guidelines. The Research subcommittee discussed considerations regarding faculty workload and research expectations and highlighted the importance of taking into consideration research infrastructure, facilities, and start-up packages in determining research expectations and evaluating research contributions. The General Education & Curricular Alignment discussed the impact of potential academic structures on faculty advancement and promotion and how structures might impact departmental criteria for tenure and promotion.
- The Faculty Affairs and the General Education & Curricular Alignment subcommittees both tackled issues surrounding faculty control of the curriculum. The Faculty Affairs subcommittee proposed a consolidated Faculty Governance structure to adhere to SACSCOC requirements and

7

DRAFT

December 19, 2018

to ensure ownership of the curriculum by faculty on all campuses. The General Education & Curricular Alignment subcommittee proposed the creation of a unified General Education council to facilitate approval of curricular changes by faculty members.

- All subcommittees developed several considerations with implications for the Business and Finance subcommittee, around issues of facilities and infrastructure, technology and systems, faculty and staff resources, and student services. Representatives from the Business and Finance subcommittee attended the other five subcommittee meetings to better understand the potential financial implications. CIC subcommittees were advised to consider opportunities for efficiencies and cost savings that would allow for reallocation of funds to strategic priorities post-consolidation.

VI. Opportunities

Consolidation for success provides significant opportunities for institutional advancement, some examples of which are outlined below:

- Strengthening USF's position as a Preeminent State Research University and advancing toward AAU membership eligibility through developing the research capacity of faculty regardless of campus home
- Providing USF students access to, and success in, a broader array of degree programs by discipline, level, mode of delivery, and location
- Meeting the local workforce needs of the communities USF serves and strengthening partnerships with local corporations, non-profits, educational organizations, and governmental entities
- Enhancing USF's brand reputation and awareness through a unified USF brand that highlights distinctive elements of the campuses
- Leveraging best practices in student access and student success across the three campuses to increase educational attainability of all USF students

VII. Progress on issues critical to consolidation

The CIC has made significant progress on several issues that are critical to the task of consolidation: a) faculty governance, b) tenure and promotion, c) general education curriculum, d) student admissions, enrollment and success, e) empowering students to drive equity across campuses, f) strategic plan for research and innovation, g) access and communications, and h) external affairs. The CIC has also considered academic structure, administrative structure, infrastructure and facilities, and culture change, with specific work left to be done in these areas.

Faculty Governance

- Agreement has been reached on one unified faculty senate for the University. A Bylaws document based on a modified version of the USF Tampa Senate document is being drafted as a starting point for broader deliberation.

Tenure and promotion guidelines

- SACSCOC requires that the consolidated institution have one set of tenure and promotion guidelines (including faculty workload and expected research contribution). The tenure &

DRAFT

December 19, 2018

promotion criteria can differ by academic discipline, however, faculty from the same discipline must be evaluated using the same criteria.

- Faculty Affairs subcommittee members from all three campuses collaborated to draft a proposal for tenure & promotion guidelines (see *Appendix M*) to comply with the SACSCOC requirement. Their proposal aligns to the Board of Trustees Guiding Principles for USF Consolidation to “Strengthen USF’s stature as a Preeminent Research University with national and global preeminence”.
- The Faculty Affairs subcommittee was conscious of and responsive to the concerns of faculty regarding the state of tenure and promotion post-consolidation. While there was some advocacy for the potential of drafting separate guidelines for each campus, the subcommittee debated the potential risks of this model, particularly for faculty in academic departments spanning multiple campuses.
- The draft proposal contains several provisions for USF faculty depending on the academic year their tenure-earning appointments began, including a grandfathering in of a select group of faculty members and an extension of the tenure clock for another group of faculty members.

General Education Curriculum

- The Gen Ed curriculum has been consolidated, unified and will meet accreditation requirements and student needs. The recently-developed Tampa campus model for General Education has been reviewed and adopted for implementation across all three campuses. There has been significant collaboration across all three campuses in shaping a plan for a consolidated curriculum that best serves the needs of our students. Continued collaboration will be crucial in the implementation of this plan.

Student admissions, enrollment and success

- Alignment of Admissions, Enrollment Management, and Financial Aid are all under way and campuses are collaborating in unifying these critical functions.
- Student Persistence is being addressed collectively across all campuses.
- There is enthusiastic support to extend the Federal TRIO program increasing access to higher education for economically disadvantaged students to all campuses.
- SACSCOC requires that all USF students have equal access to all student services post-consolidation. The Student Success subcommittee has been working diligently to address this complex and critical issue.
- The Student Success subcommittee has agreed on the importance of consistent, system-wide policies for student affairs, including student conduct, and of local presence and decision-making authority to implement those policies. There was also discussion among subcommittee members that suggested the need for a central decision-making authority for student affairs matters to ensure consistency and alignment in student services.
- The issue of equitable access to student services also has financial implications as delivery of certain services are dependent on the student fee structure (e.g. health services).

Empowering students to drive equity across campuses

- The CIC subcommittees discussed potential opportunities for empowering students to drive equity across the three campuses

9

DRAFT

December 19, 2018

- Opportunities include promoting student newspapers on each of the campuses, including the existing newspapers, *The Oracle* on the Tampa campus and *The Crow's Nest* on the St. Petersburg campus. Subcommittee members noted that there are financial implications if the student newspapers are funded through student fees post-consolidation given differences in the size of the student populations across the three campuses. The resulting financial burden could be higher on students on the smaller campuses. An alternative suggestion includes exploration of a fully online publication.

Strategic plan for research and innovation

- The primary consideration is to adopt the existing Research Strategic Plan as the unified plan for the University. The detailed plan is available at <https://www.usf.edu/research-innovation/documents/about-usfri/research-strategic-plan.pdf>. An executive summary is included in *Appendix N*.
- The Office of Research and Innovation (OR&I) is already a system-wide office and should actively promote basic, translational and collaborative research across the campuses by:
 - Creating and communicating an asset map of all centers and institutes, research cores and shared instrumentation. The current list of all centers and institutes is indicated in *Appendix O* and needs to be updated. A list of all research cores and instrumentation available to researchers across the three campuses will catalyze enhanced research activity at USFSP and USFSM through access to such facilities.
 - Establishing an internal seed-grant award program for faculty and campuses, particularly one that nurtures collaborative, interdisciplinary research through recognition of shared credit.
 - Nurturing the entrepreneurial culture that exists on the Tampa campus at the other campuses, through support of small business startups, patents and licensures, etc.
 - Developing a long-term plan for investments in research infrastructure (including pre- and post-award support) and facilities across the campuses.
 - Emphasizing research opportunities for programs and faculty, availability of necessary infrastructure and job/career opportunities for the graduates in the criteria for new graduate programs.
- Recommend each department/school/college determine criteria for “excellence in research”, once the uniform T&P guidelines are adopted.
- Install state-of-the-art telecommunication systems for real-time, interactive distance learning, seminar broadcasting and administrative meetings.

Access and communications

- A critical element to ensuring a successful environment post-consolidation will be the creation of opportunities to bridge the geographical distance between the campuses through increased communications, virtual connectivity, and online and blended learning opportunities.
- Several CIC subcommittees proposed potential solutions in this area. All committees agreed that a wi-fi enabled bus system will be critical to enabling efficient and productive movement between the three campuses for students, faculty, and staff.
- The Research subcommittee proposed the implementation of state-of-the-art videoconferencing technologies to promote cross-campus research collaboration among faculty.

10

DRAFT

December 19, 2018

- The Faculty Affairs subcommittee also proposed leveraging videoconferencing technologies to enable virtual participation in Faculty Senate meetings.
- The General Education & Curricular Alignment subcommittee recommended the expansion of online course offerings.

External Affairs

- Governmental Relations, Development and Alumni Relations are already integrated, and moving ahead.
- Communications and Marketing is promoting an aggressive new brand across all campuses.
- Corporate partnerships extending across the region are ongoing.

Academic structure

- SACSCOC has specific requirements regarding the academic structure of the consolidated institution, including that there can only be one College in the same field of study (e.g. Business, Education, etc.) and that programs must roll up to a single College with a clear administrative structure and reporting lines.
- The greatest overlap in academic structures and offerings exist in Business, Arts & Sciences, and Education. There are three Colleges of Business, including two named Colleges, the Muma College of Business at USF Tampa and the Kate Tiedemann College of Business at USF St. Petersburg. In Arts & Sciences, there are four Colleges, the College of Arts & Sciences at USF Tampa, the College of Arts & Sciences at USF St. Petersburg, and two colleges at USF Sarasota-Manatee: the College of Liberal Arts & Social Sciences and the College of Natural Sciences & Mathematics. In Education, there are two Colleges and a School, the College of Education at USF Tampa, the College of Education at USF St. Petersburg, and the School of Education, under the umbrella of the College of Liberal Arts and Social Sciences, at USF Sarasota-Manatee. The CIC co-Chairs have met with all deans in these colleges/schools and initiated collaborative discussions related to the development of consolidated academic structures in each of these three fields of study.
- The Deans of the Colleges of Business at USF St. Petersburg, USF Sarasota-Manatee, and USF Tampa have been partnering for several months to develop a draft proposal informed by campus listening tours and feedback from internal and external stakeholders. Their draft proposal outlines a structure with the Muma College of Business homed at USF Tampa, the Kate Tiedemann School of Business homed at USF St. Petersburg, and the School of Insurance & Wealth Management homed at USF Sarasota-Manatee. There are three Campus Deans, one of whom would serve as an Executive Dean, and a distribution of academic programs across the campuses aligned to local strengths and workforce demands (see **Appendix P**, for example).
- The Deans representing the Arts & Sciences, Education, and other academic disciplines are also in discussions to identify and leverage areas of programmatic strength on the three campuses. The development of a final plan for consolidated academic structures needs further solicitation of broad faculty input (as outlined in “Next Steps”) and analysis of related national models, particularly for AAU institutions of comparable size.
- Some of the CIC subcommittee tasks were related to the academic structure, and therefore, the subcommittees evaluated various alternatives to remain flexible and responsive. For example, the Faculty Affairs subcommittee was tasked with evaluating considerations for academic structures

11

DRAFT

December 19, 2018

and administrative support, and the subcommittee members developed general guiding principles and considerations that could be applied regardless of the final structure. Another example is the Research subcommittee, whose task concerning alignment of graduate programs is related to the academic structure post-consolidation. Finally, the External Affairs subcommittee has proposed the creation of communication plans for various internal and external audiences, but the content of certain donor communications is dependent on the outcomes of the academic structure (e.g. named Colleges).

Administrative structure

- SACSCOC has clear expectations for the contents of the Substantive Change prospectus due in March of 2020, which include descriptions of the organizational structure, lines of communication, and lines of responsibility and authority of the consolidated USF institution.
- Discussions have been ongoing regarding potential structures for administrative functions post-consolidation, including Student Affairs and the Offices of Undergraduate and Graduate Studies.
- For Student Affairs, the CIC subcommittees agreed on the importance of consistent, system-wide policies for student affairs, including student conduct, and of local presence and delegated authority to implement those policies based on student needs. There was also discussion that suggested the need for a central decision-making authority to ensure consistency and alignment.
- The Office of Undergraduate Studies and Office of Graduate Studies are both headed by individuals with the Dean title. Given the sheer volume of students and programs that these two offices manage, the Faculty Affairs subcommittee suggests that the central offices of these units be located on the Tampa campus post-consolidation. The Faculty Affairs subcommittee proposes that the St. Petersburg and Sarasota-Manatee campuses could have a position designated as the administrator of undergraduate and/or graduate studies, with activities coordinated on the three campuses by the central office. For example, there could be a Dean of Graduate Studies on the Tampa campus and two Associate Deans of Graduate Studies on the St. Petersburg and Sarasota-Manatee campuses.

Infrastructure and facilities

- Apparent in all CIC discussions was the need for greater investment in infrastructure and facilities. This is already critical for continued faculty recruitment of research-active faculty on the USF Tampa campus. The St. Petersburg and Sarasota-Manatee campuses also need increased infrastructure to support student and faculty success. Increased access to facilities on the Tampa campus will be helpful as an initial step in addressing this need.
- Several subcommittees proposed investments in technological infrastructure to reduce barriers posed by geographical distance between campuses.
- In addition, the Research subcommittee highlighted the importance of research infrastructure and facilities to elevating research productivity across the three campuses. The need for continued expansion/construction of infrastructure to accommodate new faculty recruitment for fostering and strengthening preeminence on all campuses is critical.
- The Faculty Affairs subcommittee also acknowledged the impact of available research infrastructure and facilities in their draft tenure and promotion guidelines document.

12

DRAFT

December 19, 2018

Culture change

- The consolidation process will involve a culture change for faculty, staff, and students on the three campuses. It is critical that academic and administrative leadership is sensitive to the cultural differences between the campuses.
- Activities are underway to address this challenge. The Deans of the three Colleges of Business have conducted listening tours on the three campuses and organized a social event for all faculty and staff to encourage greater communication and collaboration. The CIC chairs also hosted listening tours with faculty, staff, and students at USF St. Petersburg, USF Sarasota-Manatee, and USF Tampa to better understand the distinctive cultures and elements of the three campuses.
- The unique identities and attributes of each campus in “a single university that is geographically-distributed” can be expressed through the degree programs offered on each campus, and the related unique High Impact Practices, service learning and internships offered, research conducted, and community engagement activities promoted based on local strengths available on each campus. This will significantly enhance the opportunities available to current and future students in a consolidated USF, while simultaneously promoting and celebrating local identity.

VIII. Critical decisions that require USF leadership’s attention

While significant progress has been made on various issues related to consolidation, there are several important accreditation- and consolidation-related decision points that require attention and guidance from USF leadership. Examples of these include: a) administrative structure and leadership, b) academic structure, c) home campus assignment for students, d) home campus assignment for faculty, e) student fee structure, and f) Athletics.

Administrative structure and leadership

- The central administrative structure must be determined and communicated.
- A process to determine the unified mission of the single, consolidated university is needed.

Academic structure

- An overall academic structure for the consolidated USF in terms of “home” and “host” assignment of colleges, schools and departments needs to be finalized. Instead of a top-down approach, this may be accomplished by considering consolidation from the point-of-view of the student experience in terms of access to programs in the consolidated USF in “an ecosystem of success for students and faculty”. An inventory of new programs contemplated in a consolidated USF has already been described in a “Unified Response to Questions from the Student Success, Academic Programs, and Campus Identity Subcommittee of the Task Force” by Provost Ralph Wilcox, Chancellor Martin Tadlock and Chancellor Karen Holbrook (see *Appendix Q*). The list of programs on each campus that currently exist, or are planned, is included in *Appendix R*. It indicates 23 undergraduate degrees (*Appendix R4*) and 11 graduate degrees (*Appendix R5*) with the same CIP that are offered on multiple campuses and will need to be aligned regarding “home” and “host” offerings as well as uniformity of content and learning outcomes. Once degree programs and departments offering them have been identified, the College structures and where they should be homed to deliver these programs effectively can be clarified.

13

DRAFT

December 19, 2018

Home campus assignment for students

- A decision has not been made on the issue of whether USF students should be assigned to a home campus. This decision has significant implications for various areas, including academic planning and the student fee structure.
- Discussions centered on issues of whether the designation of a home campus for students could be for internal planning purposes only, or whether students could self-select their preferred home campus like the selection of an academic major.
- If students are assigned to a home campus, that would present the possibility of a differentiated fee structure where students pay only those fees assessed for their home campus. However, if students are not assigned to a home campus, that would suggest the implementation of a single consolidated student fee structure.

Home campus assignment for faculty

- A decision has also not been reached on the issue of whether faculty would be homed on or affiliated to a campus. This issue has noteworthy implications for academic and administrative organizational structures.
- This issue is particularly relevant for faculty in departments that will span multiple campuses post-consolidation. A determination should be made whether those faculty are affiliated to the campus on which their department is homed, or to the campus on which they physically sit and/or teach most of their course load. Furthermore, in those cases, questions arise around reporting structure and performance evaluations.
- Given likely changes in College structures in the new consolidated University, consideration should be given to allowing current faculty an opportunity to transfer to a different College and/or campus if appropriate and justifiable (criteria for transfers would likely need to be developed).

Student fee structure

- Currently, the three campuses have differentiated student fee structures. USF Tampa undergraduate students pay the highest in-state fees, at \$59.24/SCH, with USF St. Petersburg and USF Sarasota-Manatee students paying \$53.49/SCH and \$45.71/SCH, respectively. Some student fees are specific to certain facilities, for example, only USF Tampa students pay the Marshall Student Center fee. See *Appendix S* for the current undergraduate and graduate student fee structure.
- The future fee structure should strive to minimize the impact on student costs and ensure that current students continue to benefit from the fee structure under which they entered USF. There was discussion among the CIC members of the possibility of a needs-based method for paying for student fees.
- The CIC debated the advantages and disadvantages of a consolidated versus a differentiated fee structure post-consolidation. While a consolidated fee structure may enable greater consistency of services across the campuses and the highly desirable outcome of ensuring unfettered student access to courses on any campus, it could have unintended consequences, including requiring students to pay for services that they are less likely to utilize.
- According to the Business & Finance subcommittee, due to existing pledges related to bond financing for specific facilities, such as the Marshall Student Center, facility-specific fees would

14

DRAFT

December 19, 2018

likely remain differentiated between campuses post-consolidation. The term for the USF Tampa Marshall Student Center bond is through 2036, while the term on the USF St. Petersburg Student Center bond is through 2040.

Athletics

- Another complex issue related to student engagement is Athletics. In the current state, USF Division 1 Athletics are centered on the Tampa campus, with limited club/intramural sports available on the USF St. Petersburg campus, including Basketball and Beach Volleyball.
- If Athletics were expanded on the other two campuses, it could create unanticipated consequences such as a student-athlete homed on the St. Petersburg or Sarasota-Manatee campus and him/her wanting to pursue a degree program or major that was not accessible on that campus.
- All Athletic sport programs will need to be consolidated under one athletic department, regardless of the campus in which they are operated.
- All Athletic sport programs will need to be overseen by the Vice President of Athletics, and if sport programs (other than club/intermural teams) are added, regardless of their campus location, all Division I NCAA, AAC and USF policies and procedures must be adhered to.
- The Athletics issue is also related to the student fee structure. In the current state, USF Tampa students pay a \$14.46 per SCH athletic fee, whereas the corresponding fees for USF St. Petersburg and USF Sarasota-Manatee students are \$2.45 and \$4.23 per SCH, respectively.

Other Outstanding Challenges:

- Specification of the management structures for functional administrative offices.
- Notification to specialty accreditors and accreditation alignments within specialty fields.
- Ensuring consistency of definitions and methodology of institutional data and reporting, including accountability for all performance metrics (PBF, Research, Preeminence, AAU) as well as external data reporting for university rankings.
- Unification of the QEP by 2025.
- How do alumni identify themselves? How should they in the future?
- Effective management of services that have to be locally managed, for students and for faculty, even if they are centrally directed.
- Mechanism for discussion of new creative strategies for successful consolidation, and identification of appropriate funding mechanisms.

IX. Considerations of the CIC Action Plan for Consolidation

The Action Plan for Consolidation details specific, action-oriented considerations and the owners, key milestones, and relevant stakeholders associated with those considerations. The following details the multiple considerations offered by the five CIC subcommittees (with embedded Business and Finance subcommittee members in each):

DRAFT

December 19, 2018

(1) Student Success Subcommittee Considerations

A. Student Support Services

I. New Student Connections

- a. Develop a universal approach and sequenced-learning objective-focused onboarding and transition plan for all USF students
- b. Create a solid week of welcome/arrival experience for all incoming students with aligned outcomes through a strategic visioning of USF student transition.
- c. Develop a system-wide Parent/Family Office to provide consistent education, services, programs, and support regardless of location
- d. Develop or enhance Peer coaching component to each campus

II. Tutoring

- a. Implement early interventions for students who use tutoring and fail tests towards the beginning of the term
- b. Implement an asynchronous method of tutoring for all campuses
- c. Work with the general education as it is developed to identify a way to create synergy between course syllabi and the use of tutoring for classes.

III. Housing and Residential Education

- a. Streamline all processes in Residential Education such as Roommate agreements, duty scheduling, resident communication, and intentional conversation tracking and coding to help students in need
- b. Establish an onboarding work group across housing systems to align the student onboarding and welcome experience
- c. Align Residential Curricula and link them to Living learning communities and academic initiatives to enhance the student experience
- d. All campuses adopt Case management Model and use of predictive analytics, scholar practitioner model
- e. Determine a plan for students switching campuses to have a smooth transition from one housing department to another.

IV. Orientation

- a. Integrate Orientation technology across the campuses (VisualZen (VZ) Orientation)
- b. Standardize the onboarding process and expand the use of technology and multimedia for students and families to help simplify the matriculation process
- c. Develop a standardized curriculum to ensure consistent knowledge gained

V. Veterans Services

- a. Provide a certifying official for Veterans Administration certifications on each campus
- b. Develop and implement Federal Work Study and/or Veterans Internship programs on each campus to support preparation of Veterans Administration benefits for students

VI. Student Disability Services

- a. Standardize accommodation letter across three campuses
- b. Align SDS database across campuses, in order to provide seamless services to all students no matter which campus
- c. Protocol alignment for the system around Admissions Appeals, Course Substitutions, Peer/Wellness/Academic Coaching

B. Enrollment Planning and Management

I. Financial Aid

16

DRAFT

December 19, 2018

- a. Evaluate the two online scholarship application products and select one vendor for USF. This should result in cost savings.
- b. Coordinate the Financial Education program offerings currently developed on the Tampa campus at both St. Petersburg and Sarasota. Funding will be needed for a staff member at that location.
- c. Collaborate and develop a single outreach presentation for high schools and on campus recruiting events
- d. Collaborate and develop a single presentation for Orientation
- e. Centralize all communications related to financial aid for consistent process and messaging
- f. Assign students to a campus. This is needed to assess each campus' initiatives for PBF, Preeminence, critical metrics, and execution of campus specific interventions. This designation can be for internal use only and not communicated to students.
- g. Design an organizational structure for the functional units in EPM with a single reporting line for each area. This new structure would also include those units in USF Health.

II. Admissions

- a. Consolidate the undergraduate application (FTIC and Transfer) for three campuses to one unified USF application effective July 1 2018, where students prioritize their home campus
- b. Add St Petersburg and Sarasota-Manatee campus options to Coalition application
- c. Establish uniform dates and deadlines for admission to a unified USF
- d. Consolidate undergraduate FTIC scholarships based on one scholarship grid for a unified USF effective July 1 2018
- e. Consolidate undergraduate Transfer scholarships based on one scholarship grid for a unified USF effective July 1 2019. This initiative will be based on the RNL financial aid leveraging model.
- f. Consolidate the undergraduate FTIC admission criteria and admissions grid to admit to a single unified USF, effective July 1 2018
- g. Consolidate the undergraduate transfer admission criteria and admissions grid to admit to a single unified USF, effective July 1 2019. Note that this change will be based on the realignment of home/host colleges/programs
- h. Consolidate marketing materials (print, digital and social media) to promote a unified USF while preserving the unique value proposition of each campus
- i. Consolidate all lead generation/nurturing and application generation vendor contracts
- j. Consolidate multiple CRM systems for recruiting and marketing.
- k. Consolidate all recruiting and admissions initiatives related to special population such as outreach and access, high ability students, National Merit/Hispanic, Honors College, SSS, etc.
- l. Consolidate all admissions decisions and applicant evaluation for a unified USF under a single reporting line.
- m. Consolidate all in-state recruiting initiatives under a single reporting line based with consideration related to territory assignments and recruiting personnel at each campus.
- n. Consolidate all out-of-state and international recruiting initiatives under a single reporting line based on regional recruiters, both on-campus based and off-campus based in country or in region.

17

DRAFT

December 19, 2018

- o. Continue the current organizational structure with direct campus report for campus tours and visits and campus events (application generation and yield events) as these are unique to the campus identity
- p. Consolidate all aspects of graduate admissions (recruitment, processing, evaluation, etc.) after realignment of home/host colleges/programs
- q. Assessment of consolidation, organizational structure and reporting of locally driven enrollment management programs such as the FUSE initiative”

III. Registrar

- a. Academic Records Security and Maintenance: Update transactional forms for consistency. Continue to follow retention schedules on file with the State at all campuses. Core processes and system set up is centralized at Tampa. Impact/Value: Ensure students receive consistent quality, accessible services at every campus. Ensure roles and permissions for student information system and other applicable software for equitable service to students across locations to ensure data integrity and security.
- b. Course and Registration Consideration: All registration tools, processing and activities are consistent across campuses; ensure alignment of courses and requisite set-up across campuses based on University’s consolidated programs. While catalog creation will transition to Undergraduate and Graduate studies, a significant role will be required by the Office of the Registrar on each campus to ensure information is accurate. Evaluate course schedule meeting times and final exam matrices to ensure that students may take courses across campuses with minimal conflict. Core processes and system set up already centralized at Tampa to ensure data integrity and security. Impact/Value: Ensure consistency of processes and continued accuracy and integrity of the Banner catalog set up.
- c. Appeals Considerations: Develop one Academic Regulation Committee for each campus following set protocols defined at the University-level. Continue with cross-campus representation on a fee adjustment committee, and a separate Excess Hours exemption committee to ensure consistency across campuses. Continue to ensure cross-campus representation on the Residency Appeals Committee. Impact/Value: Ensure consistency of processes and practice across institution.
- d. FERPA Consideration: All three campuses will continue to ensure common access and privacy to student record information in a consistent manner, in alignment with federal regulation and State law, and confirm that messaging for all orientations aligns with URO policy and practice. Impact/Value: Ensure alignment of messaging is consistent across campuses.
- e. Academic Calendar Consideration: Continue with one University Academic Calendar; produce tentative calendars three years out. Enhance internal operational important dates and deadlines listing to share policy and process deadlines with key stakeholders. Impact/Value: Ensure alignment of messaging is consistent across campuses; provide ability for future planning purposes.
- f. Academic Catalog Consideration: With one Undergraduate Catalog and one Graduate Catalog produced by Undergraduate and Graduate Studies, the Office of the Registrar will continue to play a significant role to ensure information is accurate across campuses. Impact/Value: Ensure consistent, accurate proliferation of rules and information across the institution.

18

DRAFT

December 19, 2018

- g. Grading and Attendance Tracking Consideration: Grading and attendance policies and deadlines will be consistent on all three campuses. Impact/Value: On going; ensure consistency of processes and practice.
- h. Diploma Consideration: Consolidate issuing of diplomas through a single University process. Impact/Value: Sufficient and timely production of diplomas for all students; consistency of process.
- i. Communication Consideration: Ensure information on the web, Canvas, and myUSF is accessible, consistent, and in alignment for each audience (students, families and other third parties, faculty and staff) across campuses.
- j. Reporting Consideration: Disseminate consistent definitions of part-time and full-time status, use of student home campus rule, and others as needed for academic management and reporting purposes. Create and distribute standard student activity reports, including but not limited to cohort management, registration, enrollment, academic standing, and graduation and Commencement. Form cross-campus reporting team to coordinate internal operational reporting and data management.
- k. Training Consideration: Offer consistent trainings across campuses to faculty and staff on registrar-related processes, including but not limited to academic course scheduling, FERPA, student-athlete records, and registration training for advisors. Ensure consistency of processes and practice across institution.

C. Student Success

- a. The cross-functional persistence committee model will be replicated on each campus, with one general University Committee and individual campus based groups. Persistence Committee and associated campus-based organizations will communicate regularly regarding persistence challenges issues faced by individual students and by students by classification.
- b. A First Year Retention model will be developed for students on all three campuses, permitting early response and intervention; other predictive tools will also be developed, allowing intervention and the delivery of serve at the right time. Technical tools available for identifying students who would benefit from extra support will be employed by all campuses. Predictive models associated with anticipating student grades and assessing chances of four- and six-year graduation will also be employed on all campuses. The Beginning College Survey of Student Engagement will be applied on all campuses to identify students who signal needs or issues that can be addressed by specific departments.
- c. We will develop a sustainable proactive model for undergraduate advising and work to align advisor duties so as to maximize their availability to serve students.
- d. We will coordinate the delivery of support services to underserved, high need students.
- e. Systematize use of the Archivum system to provide the ability for long-time planning for how the tool will be used and it will have an adequate process to provide immediately support to respond to technical bugs/issues, and the investment in net-new developments will not outweigh the investment made to support the existing functionalities. Archivum Insights will be supported by continuous development and resourcing.

D. Student Engagement

I. Transfer Students

19

DRAFT

December 19, 2018

- a. Establish a reporting structure so all students benefit from the services/resources offered to transfer students. USFT has an Office of Transfer Student Success (formerly Office of State and Community College Relations.)
 - b. Establish a Tau Sigma – National Honor Society for Transfer Students (We would need to comply with requirements of the program to establish)
 - c. Create an institutional strategic plan for transfer students (streamlined workflow for the transfer student experience: recruitment, onboarding, transition, support, progression, engagement, graduation)
 - d. Ensure that the definition for transfer students is standardized on the webpages for each USF campus (upper, lower, etc.)
 - e. Ensure National Transfer Student Week is celebrated at each campus – celebrated for the first time at USFT 2018 – week of activity just for transfer students
- II. FUSE-Specific
- a. Create a reporting structure to track Fuse students
 - b. Establish a centralized location for advising information
 - c. Align curriculum GradPaths for each campus
 - d. Create one singular application process for Fuse students
 - e. Address the differences in how students are enrolled in the Fuse program if not admitted to USF system – currently some students get a letter stating they are in the program while USFSP, while USFT provides a letter about the program and does not state they are admitted to the Fuse Program
- E. Health & Wellness
- I. Overall Considerations
- a. Development of a cross-campus USF Health Campus Committee
 - b. Ensure baseline consistency in services and identification of deviations through consistent assessment and monitoring.
- II. Health Promotion
- a. Implement the National College Health Assessment in spring 2020 to be in line with the State University System for benchmarking purposes.
 - b. House peer education programs within the Wellness Center/Center for Student Wellbeing/Health Promotion for proper training and oversight instead of Student Life/Student Organizations. Attention should be paid to ongoing budget concerns for regional campuses under this consideration.
 - c. Implement the biennial review (under Part 86 of the Drug-Free Schools and Campuses Regulations) in a centralized manner on the USF Tampa campus due to issues with compliance, as health promotion on any campus does not have the capacity to conduct alone.
 - d. Mandate the completion of four life skills modules (AlcoholEDU, sexual assault prevention, Kognito (for staff/faculty as well), financial literacy and academic integrity) for all students (FTIC, transfer, graduate students) prior to matriculation. Implementation of this consideration, including necessary communication, budgeting, and compliance functions should be centralized through the Tampa campus.
 - e. To ensure equitable services and resources, organizational structures be assessed on each campus and changes made to structure to ensure oversight systematically (i.e. Directors on each campus reporting to an Executive Director for the System).

20

DRAFT

December 19, 2018

- f. Develop a process to determine budget needs of departments and budget allocation from student fees.
- III. Counseling/Mental Health Services
- a. Students should have access to mental health resources on all of the campuses.
 - b. Explore how all campuses can use the same electronic record system and appointment setting system. This consideration includes the understanding that each campus will still need flexibility in how they use the systems in meeting their unique needs, without compromising student access or campus processes.
 - c. To ensure a uniform experience across the campuses, consolidated internal processes, assessments, credentials/certifications, and operations is recommended, wherever possible and/or warranted based on unique campus needs.
 - d. To ensure equitable services and resources it is recommended that organizational structures be assessed on each campus and changes made to structure to ensure oversight systematically (i.e. Directors on each campus reporting to an Executive Director for the System).
- IV. Recreation/Intramurals
- a. All students should have access to all recreation and intramural activities on all the campuses.
 - b. To ensure equitable services and resources, assess organizational structures on each campus to determine if changes are needed to ensure systematic oversight or coordination.
- V. Behavioral Intervention Team/Victim Advocacy
- a. Consolidate the internal processes and operations of the Behavior Intervention Teams across the campuses so the response is a uniform one on all campuses.
 - b. Maintain the Behavior Intervention Teams on each campus for outreach to students but a System BIT should be established to meet periodically regarding oversight of integration, trends, initiatives, and institutional policies.
 - c. Support the needs of victim advocacy services on each campus, particularly with the assistance of after-hours screening services and community resources to help manage scope of care.
- VI. Health Services
- a. Students on each campus should have access to equitable AAAHC accredited medical services supervised by medical leadership of USF Health and reporting to an Executive Director for the USF System. Medical Services will use one Electronic Health Record for the system.
 - b. We would like it considered that students on each campus have access to equitable AAAHC psychiatric services supervised by psychiatric leadership of the USF Health Department of Psychiatry and reporting to an Executive Director for the USF System. Psychiatric Services will use one Electronic Health Record for the system.
- F. Career Development
- I. Policy
- a. Standardize Units' Names and Functions throughout System
 - b. Align definitions, processes and policies for key programs and practices (including internships, Community Engaged Learning, Civic Engagement, Co-Ops, etc.)
 - c. Develop cross-campus teams to develop data and process systems
 - d. Standardize attributes for designating Community Engaged Learning, Internship, and other Experiential Learning courses for student transcripts

21

DRAFT

December 19, 2018

- e. Establish one Council or Advisory Board for each Unit made up of leadership, faculty, staff and representatives from colleges and schools from each campus
- f. Help faculty leadership to work to standardize rewards, tenure and promotion policies system-wide related to HIPs related work

II. Practice

- a. Adopt the model of "Career Advocacy" across all campuses to promote a general culture throughout our Career Readiness work that promotes a longitudinal, intentional, case-managed approach to promoting career success for all students
- b. Develop cross-campus teams to enhance curriculum development and expand community partnerships
- c. Increase FWS positions utilized for community engaged work for all campuses
- d. Expand Engaged Student Employment program and Career Readiness Badging Program for SM & SP students
- e. Provide training and coordination of FWS positions for all campuses
- f. Deliver consistent employer engagement events in our geographic regions (Employer Institute, employer strategy sessions/visits and on-campus recruitment events)
- g. Expand career exploration opportunities across campuses, such as Intern For A Day, Experiential Learning Expo, through use of Handshake, technology and transportation resources
- h. Implement "layered" experiential learning opportunities combining High-Impact Practices to maximize experiential learning impact
- i. Expansion of High-Impact Practices in support of Gen Ed refresh across all campuses
- j. Extend Corporate Leadership training program opportunities across all campuses
- k. Expand and enhance ePortfolio practice across all campuses in support of student personal, academic, and professional development.
 - l. Implement MyPlan, My Pathways across all campuses
- m. Maximize effectiveness (employer notes, etc.) of Handshake through development and implementation of a broader Handshake committee.
- n. Offer Career Services courses on all campuses (e.g., Job Search course) through cross-campus course enrollment
- o. Implement Professional Association "system" memberships to save money on institutional memberships
- p. Professional Development topics shared across campuses (e.g., Career Facilitator, Strengths Training, Burning Glass)
- q. Establish single, consistent system for keeping and sharing student information

G. Student Involvement

I. Student Government

- a. Consider having one Student Government Constitution for the USF Tampa, Sarasota, and St. Petersburg campuses
- b. Consider that each campus maintain their own Statutes, Rules of Procedures, and Standard Operating Procedures established at each campus with approval by the USF President and/or designee
- c. Consider that Activity & Services Fees will be adjusted to a rate that is the same for all students, maintaining equitable services for each campus, and also maintaining no less than the current budget for each campus and the overall combined budget for all three campuses- with emphasis that every campus will benefit with this change.

22

DRAFT

December 19, 2018

- d. Consider that the Student Centers fee should be examined thoroughly to determine the impact on the Activity and Service fee per credit hour
- e. Explore a fully online newspaper
- f. Create a plan to collaborate in order to serve the USF Consolidated campuses
- g. Conduct assessments/research on readership and student campus identification in regards to considering whether there should be a consolidated structure

II. Student Organizations

- a. As student identity and fee decisions are implemented, we will need to look at our student organizations registered on each campus, where duplication is needed, and where it is not. We will need to look at Honor Societies and how they are structured. In order to meet the goal that all students have equal access, we will either need to open all organizations to all students, or allow duplicate organizations. Our considerations can be tweaked to reflect future decisions. There will be a cost and adjustment to having one engagement platform, but the opportunities for this will outweigh the negatives.
- b. Recommend having one student organization management/engagement platform across the entire university
- c. Implement a new or revised student organization registration process that would work for each campus and provide equitable service
- d. Any student can join any organization on any campus

III. Programming, Leadership, Civic Engagement, Multicultural Programming

- a. The three campuses have a good model to work from regarding how they collaborate on Homecoming and USF Week. It is also important that campuses continue to offer their signature programs that have become traditions on the campuses. The committee also identified other programs that could be enhanced through collaboration of all three campuses opening up opportunities for students to get involved in various programs to which they formerly did not have access. The only way to truly make access to programs equitable is through a transportation system.
- b. Each campus will continue to host signature programs unique to their campus but open to all students (i.e.-MLK parade, Disney Leadership Series, ULS, Stampete'd)
- c. In order to ensure equitable access, USF Bull Runner will establish a continuous route among all three campuses to encourage participation and accessibility across the system.
- d. Continue to coordinate centralized Homecoming, USF Week with campus-specific programming
- e. Establish coordinated efforts for current and future programs, i.e. Stampede of Service, Spring Break Trips, Heritage Months, International celebration, education
- f. Coordinated SG tailgates and Bulls blitz (first games, Homecoming game, War on I-4 game, etc.)
- g. Each campus will continue to have a campus programming board while also working collaboratively to serve a consolidated USF
- h. Coordinated student memorial process
- i. Establish a USF system curriculum for Safe Zone, UnDocuAlly
- j. Implement system-wide weekly campus Involvement/activity hour
- k. Expand Golden Bull and other student recognition programs to all campuses

IV. Student Center

23

DRAFT

December 19, 2018

- a. While equitable access to Student Centers is desirable, the effort is contingent in part on how student fees will be distributed and collected. Each campus has very different Student Centers and very different Student Center fees. Every facility is maxed out on its usage currently, so adding more programs and/or bodies to programs is going to be challenging without expansion of current centers.
- b. Review and revise space, event, meeting and reservation procedures, policies, and guidelines
- c. Consider that the Student Centers fee should be examined thoroughly to determine the impact on the Activity and Service fee per credit hour

V. Student Conduct

- a. Consider the creation of an appropriate oversight structure to ensure consistency in adjudication across the three campuses.
- b. Consider maintaining student conduct offices on each campus with the same name, mission, vision, core values, and communication tools.
- c. Consider that all campuses continue to work together to ensure the USF Student Code of Conduct properly supports the living and learning environment of USF and reports of violations are properly addressed in accordance with the Code.
- d. Consider that all campuses continue to use the same judicial database with access to view all USF student cases
- e. Consider that all campuses have consistent processes and forms with USF system letterhead but office-specific contact information
- f. Consider instituting regular case management meetings to ensure consistency, communication, and collaboration
- g. Consider that referrals come through one database and behavior is addressed at the campus the incident occurred. In instances where this may be problematic, offices will discuss and decide where it should be resolved.
- h. Consider that the appeals stay with the campus office that addressed the behavior
- i. Consider the Admissions Prior Conduct process continues to be a system wide process with the Tampa campus being the coordinating office
- j. Consider that training processes are collaborative and consistent for boards, GAs, hearing officers and professional and residential staff.
- k. Consider provisions of consistent and equitable access to educational and outreach programs.

VI. Fraternities & Sororities

- a. The committee requested that the Director of FSL research and benchmark how other campuses administer Greek Life with multiple campuses and gather feedback from national organizations currently hosted at Tampa on their openness to having students from all three campuses. After reviewing the information the committee felt that currently one campus should administer Greek life, but make it open to all students. There was also a discussion about reviewing the membership activities as students live into the new structure to determine the need for expansion of either chapters at the other campuses, or adding more chapters in general. However, all staff and students consulted agreed that this would only work if there was transportation between all three campuses and there was an exploration of utilizing other facilities for chapter meetings beyond the MSC and chapter houses, as membership has outgrown these spaces. There was a recognition that technology could be used to enhance access. There may also be a need to increase staffing or add fraternity and

24

DRAFT

December 19, 2018

sorority responsibilities to other student involvement staff on each campus. These considerations are once again dependent on how fees will be attributed as the staff and programming are funded through these fees.

- b. Recommend sustaining FSL main, centralized operations at Tampa campus with participation accessible for students from other campuses.

DRAFT

DRAFT

December 19, 2018

(2) General Education & Curricular Alignment Subcommittee Considerations

- A. Develop a plan to ensure Gen Education requirements meet the accreditation standards and reflect the distinctive identities of each campus.
- I. Curricular Alignment: There must be one GenEd program across the system. This program should be unified to help ensure student success while also protecting unique campus identities. GenEd leadership from all three campuses must meet to discuss the options for a consolidated GenEd program, which will include:
 - a. Discuss the best way to consolidate GenEd
 - b. Identify existing areas of overlap
 - c. Determine the best way to teach out existing GenEd/Core programs on all campuses
 - d. Determine the best way to ensure standardized approved student learning outcomes in a way that also preserves individual campus, faculty, and course identities.
 - II. Course Alignment: All courses certified for the new Enhanced General Education framework must be the same across all campuses. Departments and colleges across the system must engage in meaningful discussions to align GenEd offerings:
 - a. Identify current overlap and divergence to understand the scope of the issue
 - b. Revise the leadership-imposed "cap" on the number of general education courses that can be certified to ensure all campuses have equal opportunity to participate in building the new Enhanced GenEd Program
 - c. Implement new processes around GenEd course review and approval on all campuses
 - III. Assessment: There must be one standard method of assessment for the GenEd Program across the system. GenEd leadership must create a consolidated assessment plan for the new Enhanced General Education Program.
 - a. Form a subcommittee of faculty from all three GECs to develop a comprehensive consolidated assessment plan
 - IV. Structure/Ownership: There must be one consolidated GenEd council to make overarching decisions by campus-specific subgroups. GenEd oversight/leadership must be maintained on each campus to preserve their unique identity, assist in assessment and implementation, and be an easily available resource to faculty.
 - a. A consolidated GEC should be formed, consisting of representation from all campuses; Individual campuses will identify/define GenEd leadership on their campus (i.e., campus-specific GEC sub-groups and a designated leader) *Note: campus sub-groups should be made of approved GEC members.
 - i. There will be one consolidated GEC with a Chair that rotates between campuses every 2-3 years.
 - ii. The consolidated GEC will meet once per month with location rotating among campuses; they will work off of recommendations from subcommittees at each campus.
 - iii. There will be subcommittees on each campus that meet bi-weekly and vet approvals from that campus and then bring recommendations to the full GEC.
 - iv. Each campus subcommittee will have its own chairs, whose appointment is determined by that campus. These subcommittee chairs will also assist with assessment, implementation, faculty issues and more to help ensure a coherent GenEd curriculum that ensures student and faculty success across the system.

26

DRAFT

December 19, 2018

- B. Develop an overarching delivery model for clusters of talent and homes for programs.
- I. Academic Programs & Course Delivery: Develop a process to determine the best mode of delivery of courses without duplication
 - a. Continue to explore alternative delivery modes (e.g. hybrid, asynchronous, synchronous) and creative uses of technology to increase student access and increased student learning outcomes
 - b. Develop a process and policy governing the decisions around the mode of delivery in order to track online courses and avoid duplication
 - c. Conduct analysis of each course based on pedagogy and learning outcomes
 - d. Define processes and communication plans.
 - e. Investigate the use of master courses to ensure consistency across campuses.
 - f. Ensure the application of academic policies across locations
 - II. Technology Infrastructure: Create a purposeful student-centered digital learning environment to include the need for innovation in pedagogy, course design that are enabled or supported by technology.
 - a. Partner with the System CIO to perform an environmental scan of existing technology infrastructure
 - b. Create active classrooms in order to ensure student access on all campuses (host and home)
 - c. Utilize technology to enhance collaboration among faculty and students
 - d. Develop a digital literacy module and support for students
 - e. Evaluate new technologies that can assist faculty in meeting the needs of students
 - f. Develop a strategy around learning analytics to include requirements gathering and determining how to use existing systems (Canvas, Civitas)
 - g. Explore the integration of digital learning into the undergraduate experience through mixed-modalities and design student support services
 - III. Quality & Assessment: Create a standard for evaluation of the design and development of online courses. All campuses must deliver courses that are consistent with the national standards. Currently, there are a number of duplicative courses offered on the various campuses. A single rubric is required to ensure quality learning outcomes.
 - a. Emphasize value (best practices, alignment, skills, continuous improvement) of mixed modalities
 - b. Establish a process to track quality and high-quality certification data to meet state BOG guidelines
 - c. Implement quality standards, and ongoing assessment and improvements to programs, curricula and courses delivered in a variety of modes
 - d. Develop quality assurance frameworks, guidelines, and benchmarks for USF
 - IV. Professional Development: Provide training and development for faculty to ensure faculty across campuses receive consistent training and support and that they are able to teach in engaging ways to enhance student learning outcomes.
 - a. Establish faculty professional development opportunities to meet the standards of the 2025 State University System Strategic Plan for Online Learning published by the Florida Board of Governors in 2018
 - b. Maintain records on faculty participation in the faculty online certification course
 - c. Create a community of practice where all faculty training and resources are centralized for easy access

27

DRAFT

December 19, 2018

- d. Continuous training for instructional designers emphasizing a consistent approach to development
- e. Develop outcome measures that focus on the impact of faculty development on student learning
- V. Resources: Ensure that all campuses have the resources to support the teaching and learning process regardless of modality, home or host campus.
 - a. Hire additional instructional designers to meet the demand
 - b. Monitor the distance learning fees in order to evaluate use is consistent with State guidelines
 - c. Employ cost-effective approaches to online learning
 - d. Provide additional resources and training to support hybrid and online development for faculty
 - e. Create budgetary plans that can be implemented quickly
 - f. Provide additional support to enhance student services for online students
 - g. Ensure all campuses have sufficient equipment and facilities to accomplish their primary purpose of delivering high-quality instruction
- C. Explore whether and how separate educational missions would be beneficial to the future of each campus.
 - I. Provide space for each campus to have a conversation about what makes them distinct academically, and how this informs academic program choices.
 - a. Each campus should appoint a "Campus Identity" task force to explore and provide recommendations to leadership.
 - b. Campus leadership should share internal planning with the campus community
 - c. Community stakeholder input will be solicited prior to a formal set of recommendations.
 - d. Formal recommendations will be sent to the President and the Board of Trustees for consideration.
 - II. Identify which programs will need to be represented on each campus with similar resource levels.
 - a. Direct academic leadership (Deans) to determine which academic programs should be at an equivalent level of resources.
 - b. Convene program leadership from each program across all campuses to document additional resources needed to bring programs to a level of parity across campuses.
 - c. Deliver a roadmap of parity with prioritization of programs to the President and the Board of Trustees for consideration.
 - III. Identify which programs should retain distinct features and the nature of those features.
 - a. Direct academic leadership (Deans) to determine which programs should be distinct based on the process from Focus Area.
 - b. Identify the ways in which a program is distinct, such as degree, degree level (undergraduate versus graduate), and resources (such as teaching laboratories).
 - IV. Develop workload standards and guidelines that provide a path for promotion and promote excellence among all faculty.
 - a. For faculty in programs of distinction, a faculty committee appointed by the campus Dean will examine if there are aspects of faculty workload (course load, access to research resources) that will require differential advancement, tenure, and promotion requirements.

28

DRAFT

December 19, 2018

- D-E. Make recommendations for synthesizing and integrating courses and programs, informed by robust data and labor market trends. (E) Align academic offerings and identify opportunities to leverage unique strengths of campuses.
- I. Faculty should look for the following in an effort to identify duplicates across campuses within disciplines:
 - a. CIP code matches
 - b. Program title matches/partial matches
 - c. Duplications within and across curricular offerings (e.g. major-to-major match, major-to-concentration match, minor-to-certificate match).
 - II. Faculty should consult local job market data and consider unique strengths of the campuses when making decisions about aligned curriculum.
 - III. Faculty should review the curriculum across systems - in the catalog (the single reference point for all other systems), in Banner, and in Degree Works as there has been drift and neglect over the years. For example, Degree Works does not necessarily match the catalog as it should (e.g., “hides”).
 - IV. Faculty across all three campuses should receive the Provost’s curriculum review guidelines from Spring 2018 (e.g. maximum 120 SCH, full curricular integration with General Education enhancements, seek input from stakeholders, integrate QEP course certification and High Impact Practices, etc.) and keep them in mind while aligning curriculum.
 - V. Faculty should minimize variable credit courses and convert special topics courses to permanent courses.
 - VI. Following curricular alignment decisions, the following details should be addressed/aligned:
 - a. Existing courses in duplicated programs
 - b. Admission requirements and deadlines
 - c. Program pre- and co-requisites
 - d. Common core/major requirements
 - e. Prescribed electives
 - f. Number of program hours
 - g. Comprehensive/Qualifying exams
 - h. Project/Thesis/Dissertation requirements
 - i. Exit requirements
 - j. Off-site locations (off-site campuses for SACSCOC purposes)
 - k. Suspension and/or termination of curricular offerings
 - VII. The SCNS Liaison Role should be centralized to UGS and OGS (for undergraduate and graduate courses, respectively) and should be held by someone with academic faculty experience, with backup
 - VIII. The full cycle of the course and curricular proposal process, ending with catalog production should be housed in UGS and OGS (for undergraduate and graduate proposals, respectively).
 - IX. New degree programs should continue to be handled through ODS before being vetted through UGS/OGS and UGC/GC.
 - X. All curricular offerings must be consistent with currently approved policies and the current catalogs. For example, pre-majors and exploratory curriculum are not in the catalog and were not vetted through faculty councils.
 - XI. Single, cross-campus versions of the Undergraduate Council, General Education Council, and the Graduate Council should be created with equitable representation from all three campuses. These faculty councils will review and approve/deny all course and curriculum

29

DRAFT

December 19, 2018

changes as well as new course and curricular offerings and new/revised policies related to curriculum. Individual colleges and departments should determine the process for curriculum vetting through their respective units. Note: In some cases (e.g., General Education), subcommittees on each campus may exist to vet approvals from that campus and then bring recommendations to the larger council.

- XII. A committee should be formed to formally outline the process for policy revisions and new policies. Decision points and responsible officers should be described.
 - XIII. UGS and OGS should examine academic policies currently represented in the catalogs across campuses and align those policies. Following this alignment, a gap analysis should be conducted to identify new policies that are needed (e.g. academic standing policy).
- F. Make recommendations for rationalizing overlapping schools and shaping unique identities for each school (e.g. the Muma College of Business and the Kate Tiedemann College of Business)
- I. Provide space for each campus to have a conversation about what makes them distinct academically, and how this informs academic program choices. The unit leaders will determine where the strengths overlap and where a home/host campus offering should be.
 - a. Each academic unit will identify key programs which will be offered as "Home" or "Host" sites.
 - b. Each academic unit will address undergraduate and graduate programs state and national accreditation standing where applicable.
 - II. Identify faculty rank, area of research, research productivity, and area of teaching emphasis.
 - a. Academic unit leaders across three campuses will identify faculty research strengths, current teaching loads, and curricular or subject area background to determine how best to uphold Preeminence and increase national research impact.
 - III. The USF system campuses each support and enhance the needs within their respective communities.
 - a. Academic and campus leaders must factor the student and community needs through the consolidation.
 - b. Commute/Access/Financial Benefit-Ability for students to earn degree programs at affordable cost based on community location in the Tampa Bay area.
 - c. Distinction-Ability for students to select campus offerings to meet the needs important to them.
 - d. USF-Athletics, metropolitan, urban, large, access to on campus resources
 - e. USFSP - Arts, Innovation District, waterfront, small student-faculty ratio, USGS, marine science, sustainability
 - f. USFSM - Hospitality, arts, business, education
 - IV. Determine academic unit programs and seek student-centered approaches to streamlined curriculum and academic content.
 - a. Narrow list of academic unit programs
 - b. Align program student learning outcomes with respective program CIP codes or name (e.g. Educational Leadership, M.Ed. is the same CIP across three campuses but each campus has varied core course components).
 - V. Determine the binary functions of the academic unit distinctiveness and provide the optimal student pathway on the continuum.
 - a. Identify those academic programs that are separately accredited or lead to specialized certification.
 - b. Align core curricular courses which can be offered at multiple sites and in varied student learning modalities.

30

DRAFT

December 19, 2018

(3) Faculty Affairs Subcommittee Considerations

- A. Make recommendations for tenure and/or promotion guidelines, including faculty workload and expected research contribution, and recommendations to grow and strengthen the faculty.
- I. In Spring 2019, an ad hoc committee of faculty and administrative representatives from all three campuses should be formed to revise and consolidate existing campus tenure guidelines documents into a single university guidelines document that is in accordance with the newly consolidated institution. The committee's work should be completed before the end of the Spring 2019 semester.
 - II. Tenure-earning faculty presently at USF - Sarasota-Manatee and USF - St. Petersburg whose tenure-earning appointment began in the 2013-14 or 2014-15 academic year, the tenure and/or promotion criteria of their current home institution shall be applied if the case is to be completed before June 30, 2020, unless exceptions to the tenure clock period have been approved.
 - III. USF Sarasota-Manatee and USF St. Petersburg faculty whose tenure earning positions began in the 2015-16 academic year will be the first faculty cohort to be considered for tenure at the newly consolidated University of South Florida in Fall 2020. Because they will have three years of service prior to a change in standards (assuming a Spring 2019 implementation of tenure guidelines), as per Article 15.4 of the CBA, these faculty may elect to be considered under USF criteria or the years of service prior to a change in standards (assuming a Spring 2019 implementation of tenure guidelines), as per Article 15.4 of the CBA, these faculty may elect to be considered under USF criteria or the tenure standards in existence at the regional institution of their employment prior to consolidation. It is recognized that this will result in one academic year where faculty in the same units may be considered under different tenure standards. While this has some potential negative consequences, this condition is necessary in order to comply with the cited provision of the CBA.
 - IV. In the case of USF - Sarasota-Manatee and USF - St. Petersburg faculty whose tenure earning appointment began in the 2016-2017 or 2017-2018 academic years, USF criteria will be applied, but such faculty will be given the opportunity to delay their mid-tenure reviews by **one year** and tenure applications by **two years** and **one year** respectively. It is understood that these extensions will require approval of the United Faculty of Florida. Absent that approval, the extensions will not be granted. In all of the cases listed above, tenure earning faculty will automatically have their tenure clocks extended. However, none of these faculty are required to extend their mid-tenure or tenure clocks, and may be considered for tenure during their regularly scheduled period if they so choose by giving notice one month prior to the submission date required by the unit that will be their tenure home.
 - V. In the case of tenure-earning faculty at USF - Sarasota-Manatee and USF - St. Petersburg whose tenure earning employment began with the 2018-19 academic year, USF criteria will be applied.
 - VI. USF - Sarasota-Manatee and USF - St. Petersburg faculty who were hired with years of credit toward tenure may extend their mid-tenure review and/or tenure clocks by utilizing the provisions specified in Article 15.6.c of the CBA, i.e. by withdrawing all or a portion of such credit, or through the provisions shown above. Both provisions may not be utilized.
 - VII. Because there are no time-specified deadlines for faculty being considered for promotion to Full Professor, the provisions above apply only to faculty being considered for tenure. USF criteria will apply to all faculty being considered for promotion to Full Professor after July 1, 2020.

31

DRAFT

December 19, 2018

- VIII. As per the CBA (Article 9.3.D), “each employee shall be given assignments which provide equitable opportunities, in relation to other employees in the same department/unit, to meet the required criteria for promotion, tenure, successive fixed multi-year appointments, and merit salary increases.” If equitable resources for scholarship are not available to the employee because of inherent limitations of the principal place of employment, then resource availability is to be considered when conducting annual performance reviews and evaluating tenure and promotion applications. Such consideration will be made in the context of maintaining overall unit performance consistent with maintaining the university’s Preeminent status.
- IX. Faculty with the rank of Instructor will also be evaluated by a single set of career promotion guidelines upon consolidation as of July 1, 2020, as will other non-tenure track positions with career promotion pathways.
- X. Tenure-track faculty currently employed at all three campuses who elect not to pursue the research expectations of a R1: Doctoral Universities – Highest Research Activity have the option to request conversion of their lines to those of non-tenure track Instructors prior to their tenure decision. This request is subject to approval of their department/unit and other appropriate upper administrative units. Appointment to Instructor will not be made following a tenure denial. It is recommended that the University establish a renaming of non-tenure track positions that are dedicated to teaching (i.e., the current Instructor rank), and that those titles more clearly denote promotions within that rank.
- B. Recommend the optimal organizational structure and reporting lines for academic departments and recommend administrative support consistent with the optimal organizational structure for academic departments.
- I. Guiding Principle: USF will be one University with three campuses. Although each campus may have distinct qualities, the consolidated university operates as a Preeminent SUS institution with one mission. The Tampa Campus will be the "main campus" with Sarasota-Manatee and St. Petersburg being referred to as “regional campuses.” Deans and department chairs are responsible for the success of assigned faculty across all three campuses, inclusive of meeting Preeminence, AAU, and PBF metrics.
- II. Colleges versus Schools: To be designated as a College, a unit should have a critical mass of full-time tenured/tenure-track faculty, the exact number to be subsequently determined. Until a unit reaches the specified critical mass of faculty, along with sufficient justification that it offers a unique and independent program of study leading to a degree, that unit shall be designated as a School.
The primary administrative (or home) office for any College or School must reside on only one campus, whereas each may have secondary (or hosted) administrative presence on other campuses. Independent Colleges (i.e., not present on other campuses) may be established on any of the campuses, but they must conform to the established criteria for that designation. There shall not be duplicate Colleges/Schools anywhere within the multi-campus system.
- III. Schools versus Departments: The consolidated university should have a standardized and consistent definition of what constitutes a Department and a School (both at the larger and more micro levels), and academic units should be named accordingly.
- IV. Offices: USF Tampa has several quasi-academic offices, including the Office of Undergraduate Studies and the Office of Graduate Studies. Neither qualifies as a College or School. However, both are headed by individuals with the title Dean. It would be wise for the two regional campuses to have an administrative position designated to operate within these

DRAFT

December 19, 2018

offices. For instance, there could be a Dean on the main campus and Associate Deans on each of the campuses.

- V. Reporting Lines: There shall be at least one person designated to provide administrative support for programs or other curricular offerings at any campus on which a Department/School offers instruction. The number and level of such positions will depend upon the size and scope of the programs administered. For a program operating at a campus other than the primary (or home) location of a unit, linkages and reporting lines to counterparts at the primary location shall be explicit. This does not preclude the possibility of combining administrative support across multiple units on a campus as may be needed for programs with small numbers of students and faculty.
 - VI. New Degrees: When considering new degrees, regardless of campus, student and community demand for the degrees, the sustainability of the degree offerings, student success metrics (high impact practices, course completion, graduation and retention, etc.), and available support infrastructure (labs, classrooms, GA funding, etc.) are crucial elements that must be considered when developing the degree proposal.
 - VII. Concentrations: Each campus may have specific concentrations within a degree to meet the needs of its respective constituency. This would not in itself preclude a student primarily affiliated with another campus from pursuing study within that concentration.
 - VIII. Identity: Each campus is encouraged to foster its unique strengths and identity. Campus identities may be expressed through unique academic degrees, programs, and/or concentrations, as well as campus "climates" offering educational and social experiences and engagements with respective communities that differentiate one campus from the others. Efforts to formulate and explicate these identities should proceed as soon as possible.
 - IX. Maximize Resources: The consolidated university should capitalize on the utilization of current state-of-the-art classrooms and create state-of-the-art connectivity between all campuses to offer on-line classes in real-time to multiple locations.
- C. Review and recommend policies for shared governance.
- I. There must be a single faculty senate after consolidation. Disband the USF System Faculty Council and the three separate Faculty Senates at the three institutions. For the consolidated institution, establish one Faculty Senate that will be based on the current USFT Faculty Senate model and structure.
 - II. There must be a document establishing principles of organization, authority, and responsibility of the University of South Florida Faculty after consolidation. Revise the Constitution and Bylaws of the USF Tampa Faculty Senate for use by the new (consolidated) USF Faculty Senate. This document will be developed after a careful review of the Constitution and Bylaws of each of the three current Faculty Senates. The Faculty Affairs Subcommittee or similarly formed committee (i.e., with faculty representation from all three campuses) will undertake this task.
 - III. The new faculty senate structure must provide a forum for faculty from all three campuses to have a voice in the governance of the University. Representation of faculty on each campus has been provided for in the apportionment model for the new USF Faculty Senate (see description #1 above). In addition, the Senate Executive Committee will include an At-Large representative from each campus. All general faculty (from all three campuses) are eligible to serve on Faculty Senate Councils and Committees, and Senators (from all three campuses) are expected to serve on at least one Senate Council or Committee. Have campus representatives on the Executive Committee and Council Committees. There will be one Faculty Senate Executive Committee which will consist of a President, Vice-President,

33

DRAFT

December 19, 2018

Secretary, Sergeant-at-Arms, 3 At-Large members (one from each campus), and 12 Council Chairs (one from each Council or Committee). The officers of the Senate, except for the Campus At-Large members, will be elected by the full Faculty Senator. Each Campus At-Large member will be elected by the Senators from that Campus. There will be 12 Council Committees with representatives from all three campuses serving on each Council.

- IV. Form Campus Faculty Councils. USFSM and USFSP will have a Campus Faculty Council which will consist of the Senators serving on the Faculty Senate and additional Senate Council/Committee members from that campus. The Campus Faculty Council will attend to issues that are particular to each campus.
- V. Avoid disruptive changes while remaining efficient. The new Faculty Senate structure should involve minimal changes now while recognizing opportunities to improve over time.
- VI. Faculty on the regional campuses must have the option of attending meetings on the Tampa Campus either in-person or virtually. Teleconferencing capability should be developed to allow virtual attendance at all Faculty Senate, Faculty Senate Executive Committee, and Faculty Senate Council/Committee meetings. Maximize the use of distance technology (e.g., Zoom). Explore and consider solutions that address existing identified issues to enhance communication among faculty on different campuses.
- VII. The new faculty governance structure should operate effectively and efficiently. The new faculty governance structure should be evaluated during the second year after consolidation. After the second year of operation, the new Faculty Senate will form an ad hoc committee consisting of faculty representation from all three campuses to evaluate and recommend changes for the new governance structure.

DRAFT

December 19, 2018

(4) Research Subcommittee Considerations

- I. Follow existing Research Strategic Plan (2017-21)
 - a. Use the 2017-21 Research Strategic Plan as a map for research. Includes strategies and tactics, and was created to be used system wide, not only USF Tampa. Most, if not all the recommendations, serve as a map for research consolidation.
 - b. Hold town halls to present the strategic plan and explore opportunities with faculty across the system.
- II. Enhance Research Opportunities across the system
 - a. Foster collaborative research- Seed Grants
 - b. Increase access to research core facilities
 - c. Create a robust Web Portal for all Research Cores that includes capabilities, fees, and scheduling
 - d. Establish state of the art telecommunication connections between campuses for teaching, seminars, collaborative meetings
- III. Research Support Services
 - a. Office of Research is currently a system-wide office that provides pre- and post-grants management, compliance, and fiscal oversight. No changes necessary
 - b. Empower Regional/College research offices to support local faculty grant-related activities.
 - c. Expand support for development of entrepreneurial activities and patents on the regional campuses
- IV. Ensure that Research Expectations are Appropriate and Clear during T&P Decisions
 - a. Excellence in Research is a requirement for promotion and tenure. The definition of research excellence is discipline specific and defined at the College and Department levels. CAS has a model that can be applied during consolidation and beyond.
 - b. Look into a model in which research productivity is evaluated in the context of startup funds at hire
 - c. Expectation for new hires should clearly establish research expectations. Positions that are >50% teaching should utilize non-tenure earning or instructor titles
 - d. Track faculty contributions to collaborative research to promote and reward collaborative research
- V. Alignment of Research Colleges and Centers
 - a. PhD and MS program development should follow careful analysis of need, facilities, and research infrastructure
 - b. Likewise, research centers should be aligned with faculty hiring initiatives (clusters), development of graduate programs, and a needs assessment (system and state)
 - c. The committee discussed the College of Marine Science without coming to a specific recommendation. The merits of USFSP building programs around marine and atmospheric sciences was recognized
- VI. Faculty research development
 - a. Create a "System Sabbatical" Program that provides funding or opportunity for faculty to spend summers working with faculty on other campuses. Priority to regional campus and pre-tenure faculty
- VII. Consideration for investment in research space and infrastructure
 - a. Create a five and ten year plan for building new research facilities (buildings)
 - b. Create 1-2 yr, 3-5 yr, and 5-10 year research instrumentation investment plans to support the research mission

35

DRAFT

December 19, 2018

- c. Explore renting facilities in the short term

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DRAFT

December 19, 2018

(5) External Affairs Subcommittee Considerations

- I. Reaffirm there is one USF System Foundation (message)
- II. Reaffirm there is one USF System Alumni Association (message)
- III. Announce new USF brand campaign and emphasize One USF
- IV. Identify existing College namings which may be impacted by consolidation:
 - a. Tiedemann College of Business
 - b. Muma College of Business
- V. Review MOU between Foundation and USFSP
- VI. Review MOU between Foundation and USFSM
- VII. Review Official USF Policies: 0-228, 0-221, 0-230, 0-216, 0-009; recommend revisions
- VIII. Develop list of legislators and appointed and elected officials to communicate with about consolidation
- IX. Communicate with Donors regarding consolidation and that gifts they restricted will remain dedicated to the campus or program they intended
- X. Communicate with Alumni regarding consolidation benefits
- XI. Communicate with communities
 - a. Florida
 - b. Tampa
 - c. St. Pete
 - d. Sarasota
- XII. Communicate that consolidation does not impact USF's commitment to diversity
- XIII. How will we determine which campus an alum is assigned as a constituent if there is one degree and students move among campuses (needed for prospect assignment)
- XIV. After organization changes at College/School/Department levels are finalized, review all Foundation funds to ensure they remain consistent with Donor intent and where applicable obtain Donor permission for any changes and/or implement security signature changes as needed.
- XV. Identify the various constituent groups that will receive consolidation communication/messaging once the PR group develops a core message. The reason we need to identify the groups is because one message won't necessarily work for all groups:
 - a. USF Donors – all
 - b. USF Donors – alumni
 - c. USF Donors – friends
 - d. USF alumni – all
 - e. USF alumni – USFSP grads
 - f. USF alumni – USFSM grads
 - g. USF alumni – Tampa grads
 - h. USF faculty, staff etc.
- XVI. Determine what type of communication, method and message, will be delivered to each of the groups identified in group one above. Once again, we won't necessarily develop the messaging, but will be the ones who disseminate the various messages to constituents with whom University Advancement works.

37

DRAFT

December 19, 2018

X. Next Steps for the Development of a Consolidation Plan

The spectrum of considerations presented in the CIC Action Plan have been further detailed to include potential owners/leads, impact/value, prospective timelines and relevant stakeholders, in a format indicated by some representative examples in the following table.

Subcommittee	Considerations	Owner/Lead	Impact/Value (Why) a. SACSCOC requirement b. Preeminence metric c. other	Start Date	End Date	Relevant Stakeholders
External Affairs	Identify existing College namings which may be impacted by consolidation: • Tiedemann College of Business • Muma College of Business	Development USF Tampa/USF St. Pete/USF Sarasota	SACSCOC	Ongoing	12/4/2018	USF System, Foundation and affected donors
Faculty Affairs	USF Sarasota-Manatee and USF St. Petersburg faculty whose tenure earning positions began in the 2015-16 academic year will be the first faculty cohort to be considered for tenure at the newly consolidated University of South Florida in Fall 2020. Because they will have three years of service prior to a change in standards (assuming a Spring 2019 implementation of tenure guidelines), as per Article 15.4 of the CBA, these faculty may elect to be considered under USF criteria or the years of service prior to a change in standards (assuming a Spring 2019 implementation of tenure guidelines), as per Article 15.4 of the CBA, these faculty may elect to be considered under USF criteria or the tenure standards in existence at the regional institution of their employment prior to consolidation. It is recognized that this will result in one academic year where faculty in the same units may be considered under different tenure standards. While this has some potential negative consequences, this condition is necessary in order to comply with the cited provision of the CBA.	Faculty and Administration	SACSCOC requirement; Preeminence metric	8/1/2019	6/30/2020	Faculty
General Education & Curricular Alignment	Assessment: There must be one standard method of assessment for the GenEd Program across the system. GenEd leadership must create a consolidated assessment plan for the new Enhanced General Education Program. 1. Form a subcommittee of faculty from all three GECs to develop a comprehensive consolidated assessment plan.	GenEd Leadership (all campuses)	SACSCOC requirement Institutional Research	August 2018	October 2018 (and ongoing)	Each campus Faculty Institutional Research Academic Affairs Undergrad Studies
Research	II. Enhance Research Opportunities across the system		Preeminence	2019		
	a. Foster collaborative research- Seed Grants	Research Advisory Comm (RAC)		2019-20		
	b. Increase access to research core facilities	ORI		2019		
	c. Create a robust Web Portal for all Research Cores that includes capabilities, fees, and scheduling	ORI		2019		
	d. Establish state of the art telecommunication connections between campuses for research administration and collaborations, teaching and seminars.	ORI & IT		2019-20		
Student Success	Course and Registration Recommendation: All registration tools, processing and activities are consistent across campuses; ensure alignment of courses and requisite set-up across campuses based on University's consolidated programs. While catalog creation will transition to Undergraduate and Graduate studies, a significant role will be required by the Office of the Registrar on each campus to ensure information is accurate. Evaluate course schedule meeting times and final exam matrices to ensure that students may take courses across campuses with minimal conflict. Core processes and system set up already centralized at Tampa to ensure data integrity and security. Impact/Value: Ensure consistency of processes and continued accuracy and integrity of the Banner catalog set up.	Student Success Committee, EPM Work Group	SACSCOC requirement	11/1/2018	2020-2021 Academic Year Registration Cycle	Office of the Registrar and Records and Registration Staff; Academic Affairs

A complete tabulation is available in *an attached Excel spreadsheet*. It must be emphasized that these assignments are preliminary and need further work:

- The identified owners/leads need further detailed review and refinement.
- The timelines need to be verified for consistency with the SACSCOC prospectus and other approval deadlines.
- The respective costs for the potential implementation of these considerations need to be estimated to develop a prioritization plan and a related timeline for their phasing-in.

38

DRAFT

December 19, 2018

Further, through numerous conversations with the CIC co-Chairs, faculty and staff across all three campuses have indicated a strong desire to be consulted and informed of discussions leading to consolidation, particularly in areas that will be directly affecting them. In particular, department chairs have not been uniformly engaged in ongoing conversations and need to have a more structured avenue to provide their input to guide macro-decision-making. This was discussed by the CIC subcommittee co-chairs at their December 14, 2018 meeting against the backdrop of the detailed CIC considerations and the critical decisions requiring USF leadership's attention (outlined previously).

The Council of CIC Subcommittee co-Chairs unanimously agreed that given the short timeline for the development of the recommended consolidation plan for the USF Board of Trustees by February 15, 2019 and the subsequent SACSCOC submission, there is an urgent need to proactively engage faculty and staff across all three campuses, and empower USF leadership to make decisions necessary for a fully actionable plan.

In order to effectively implement this, we recommend that the Chief Academic Officer of the USF System, Provost Ralph Wilcox (in consultation with Chancellor Martin Tadlock (USFSP) and Chancellor Karen Holbrook (USFSM)) immediately engage relevant stakeholders as appropriate in an open, inclusive and timely manner to gather relevant input and transform the CIC considerations to a concrete plan for consolidation in the following areas that are critical to consolidation, accreditation and preeminence:

- Program Alignment and College Structure (including USF Libraries)
- Curriculum Consolidation – Principles and Processes
- Educational Policies, Procedures and Practices
- Academic Leadership and Performance Accountability: Roles, Reporting and Responsibility (Preeminence, PBF, AAU)
- Decision Support and Institutional Effectiveness
- Students Affairs and Student Success (Admissions, Undergraduate and Graduate Student Success)
- Faculty Governance
- Research Infrastructure and Support (Faculty Success)
- Building a Digital Ecosystem (Online and Virtual Classes)

Recognizing that discussions leading to a final recommendation may sometimes face differing points of view that may need reconciliation we recommend that the Office of the University Ombudsman, Mr. Steve Prevaux be used to facilitate the process when necessary.

DRAFT

December 19, 2018

Appendix A: Charter of the USF Consolidation, Planning, Study and Implementation Task Force

Statutory Functions of the USF Consolidation Planning, Study and Implementation Task Force

Sec. 1004.34 requires the Task Force to develop and deliver recommendations on the identity and mission of each campus under one accreditation

No later than February 15, 2019, the task force shall submit a report to the Board that includes recommendations on the following:

- a. Identification of specific degrees in programs of strategic significance, including health care, science, technology, engineering, mathematics, and other program priorities to be offered at the University of South Florida St. Petersburg and the University of South Florida Sarasota/Manatee and the timeline for the development and delivery of programs on each campus;
- b. Maintaining the unique identity of each campus and an assessment of whether a separate educational mission is beneficial to the future of each campus;
- c. Maintaining faculty input from all campuses during the review and development of general education requirements to reflect the distinctive identity of each campus;
- d. Developing the research capacity at each campus;
- e. Equitable distribution of programs and resources to establish pathways to admission for all students who require bridge programming and financial aid;
- f. Establishing budget transparency and accountability regarding the review and approval of student fees among campuses, including fee differentials and athletic fees, to enable the identification of the equitable distribution of resources to each campus, including the University of South Florida Health; and
- g. Developing and delivering integrated academic programs, student and faculty governance, and administrative services to better serve the students, faculty, and staff at the University South Florida College of Marine Science, the University of South Florida Sarasota/Manatee, and the University of South Florida St. Petersburg.

DRAFT

December 19, 2018



**UNIVERSITY OF SOUTH FLORIDA CONSOLIDATION PLANNING, STUDY
AND IMPLEMENTATION TASK FORCE CHARTER**

A. PURPOSE:

The University of South Florida Consolidation Planning, Study and Implementation Task Force ("Task Force") is established pursuant to §1004.335 (1), Florida Statutes, to develop recommendations to improve service to students by phasing out the separate accreditation of the University of South Florida St. Petersburg and the University of South Florida Sarasota/Manatee. This Charter is intended to facilitate the orderly operation of the Task Force in completing its recommendations.

The Task Force's recommendations are advisory and shall be submitted to the University of South Florida Board of Trustees ("Board") as provided in this Charter. The Board may designate a standing or ad hoc committee to receive the Task Force's recommendations.

B. MEMBERSHIP:

1. Membership on the Task Force is by appointment as provided in §1004.335, Florida Statutes. Statutory appointees to the Task Force shall be the Members of the Task Force. The Board shall assign personnel from each campus to staff the Task Force, but staff shall not be Members.
2. The Chair of the Task Force is appointed as provided in §1004.335, Florida Statutes, and is a Member of the Task Force. The Chair of the Task Force is the primary liaison to the Board, or its designated Board Committee, on Task Force matters and is the spokesperson for the Task Force.
3. The Chair of the Task Force may designate a Member of the Task Force to temporarily fulfill the Chair's responsibilities in the event the Chair is unavailable.
4. The Chair of the Task Force may also consult experts in university mergers and consolidations to assist the Task Force in developing recommendations.

C. CONFLICTS OF INTEREST:

Appointments to the Task Force are positions of public trust and therefore appointees are "bound to observe, in their official acts, the highest standards of ethics...regardless of personal considerations, recognizing that promoting the public interest and maintaining the respect of the people in their government must be of foremost concern." §112.311 (6), Florida Statutes.

DRAFT

December 19, 2018

Each Member of the Task Force will be independent from conflicts of interest with the University of South Florida System. For the purposes of the Task Force, independence is defined as having no undisclosed conflicts of interest that would impair the Member's impartiality and ability to carry out the Task Force's responsibilities.

Upon appointment, each member of the Task Force shall complete a Conflict of Interest Disclosure Form. Each Member shall also disclose any actual or perceived conflicts of interest as they arise.

D. RESPONSIBILITIES:

1. No later than **February 15, 2019**, the task force shall submit a report to the Board that includes recommendations on the following:
 - (a) Identification of specific degrees in programs of strategic significance, including health care, science, technology, engineering, mathematics, and other program priorities to be offered at the University of South Florida St. Petersburg and the University of South Florida Sarasota/Manatee and the timeline for the development and delivery of programs on each campus;
 - b) Maintaining the unique identity of each campus and an assessment of whether a separate educational mission is beneficial to the future of each campus;
 - (c) Maintaining faculty input from all campuses during the review and development of general education requirements to reflect the distinctive identity of each campus;
 - (d) Developing the research capacity at each campus;
 - (e) Equitable distribution of programs and resources to establish pathways to admission for all students who require bridge programming and financial aid; and
 - (f) Establishing budget transparency and accountability regarding the review and approval of student fees among campuses, including fee differentials and athletic fees, to enable the identification of the equitable distribution of resources to each campus, including the University of South Florida Health.
 - (g) Developing and delivering integrated academic programs, student and faculty governance, and administrative services to better serve the students, faculty, and staff at the University South Florida College of Marine Science, the University of South Florida Sarasota/Manatee, and the University of South Florida St. Petersburg.
2. The Task Force's Recommendations should not include any item that permits a lapse in institutional accreditation for any campus during the phasing-out process;

DRAFT

December 19, 2018

or that impedes the ability of University of South Florida System students to graduate within 4 years after initial first-time-in-college enrollment.

3. The Task Force Chair, in consultation with Task Force Members, shall have discretion to select the most effective format(s) to present the Task Force's recommendations to the Board. Regardless of format, all of the Task Force's Recommendations shall be communicated to the Board.
4. The Task Force's Recommendations are advisory to the Board. The decision to act on any of the Taskforce's recommendations rests solely with the Board.

E. MEETINGS

1. The Task Force shall meet at least 3 times prior to February 15, 2019. The Chair of the Task Force may organize additional meetings of the Task Force as deemed appropriate. Transportation expenses for Task Force members attending meetings in person shall be the same as those for state employees as provided by §112.061, Florida Statutes. Arrangements will be made for Task Force Members to attend via tele/video conference when unable to attend in-person.
2. Each Task Force meeting shall have an agenda prepared by the Chair of the Task Force in consultation with University Staff assigned to the Task Force. The agenda will be provided to members at least seven days in advance of meetings and minutes of each meeting shall be kept. Notice, stating the time, date, place and agenda or purpose of the meeting of shall be posted with reasonable notice on a designated University of South Florida Website, and shall be distributed through an appropriate University of South Florida list serve(s).
3. The most recent version of Roberts Rules of Order Newly Revised will be followed in conducting meetings of the Task Force.
4. The Chair of the Task Force shall preside over all Task Force meetings.
5. Notwithstanding the advisory/fact-finding function of the Task Force, the noticed meetings of the Task Force, as described in sec. E. 1. and 2., shall be open to the public. In order to proceed with the essential business of the Task Force in an orderly and efficient manner, any individual or group who attempts to disrupt a Task Force meeting will be subject to appropriate action pursuant to law.
6. A majority of the members of the Task Force must be present to constitute a quorum for the transaction of business.
7. The Task Force shall cease to operate and meet upon delivery of its recommendations to the Board.

F. VOTING

To the extent the Task Force votes on matters within its responsibilities as stated

43

DRAFT

December 19, 2018


in this charter, all such votes shall be conducted in a noticed, public meeting. Only Members of the Task Force may vote. Members may abstain from voting only under those circumstances prescribed by law (i.e. the member has a financial interest in a matter before the Task Force). Voting by proxy or by mail shall not be permitted. The individual votes of each Member shall be recorded in the minutes.

G. PUBLIC RECORDS

Public access to Task Force records shall be governed by the provisions of the Public Records Law, Chapter 119, Florida Statutes.

ADOPTION OF OPERATING PROCEDURES

This Charter is hereby adopted as of April 4, 2018 by:



Brian D. Lamb
Chair, USF Board of Trustees

4/4/18
(Date)

Approved as to Form and
Legal Sufficiency,

Attorney, USF

DRAFT

December 19, 2018

Appendix B: Final Recommendations of the Consolidation Planning Study and Implementation Task Force Subcommittees



Student Access Committee Final Recommendations

Top Five Recommendations:

Focus Area	Issue Statement	Recommendation	Description
1 Communications & community outreach	Prospective students should have a clear understanding of college options, admission requirements and college readiness.	Strengthen community engagement through robust two-way dialogue and foster education ecosystems and partnerships that support student readiness, admissions, and expanded pathways.	<ul style="list-style-type: none"> a. Appoint a "Community Advisory Board" that leverages diverse expertise in the community to strengthen connections and to track progress against established access goals. b. Develop a unified USF communications plan to provide an understanding of college access options including bridge programs. c. Dedicate additional resources at each campus to foster existing and build new community partnerships.
2 Scholarships, financial aid & admissions	All prospective students, including under-served, low-income, or first-generation, should benefit from extra support to pursue academic studies.	Enhance access to financial aid through frequent and direct messaging, expansion of existing programs, and innovative new financial aid options.	<ul style="list-style-type: none"> a. Expand the reach of existing USF Foundation scholarship programs. b. Deliver communications to prospective students often and beginning in middle school and early high school to provide a clear understanding of the application process requirements, timing, financial aid resources and degrees offered. c. Partner with the local communities to identify new and creative sources of financial assistance to attract students from underserved populations. d. Hire additional recruiting and admissions staff to strengthen support for prospective students and families and engage further with local high schools, school districts, and education foundations.
3 Promotion of a diverse student body	The diversity of the student population should reflect the local community.	Develop initiatives and partnerships to promote an environment that reflects the diversity of the communities USF serves as an institution.	<ul style="list-style-type: none"> a. Engage the community in ways that encourages a diverse applicant pool to USF. b. Foster student readiness among potential applicants, for example, by developing partnerships to provide free or

1



Focus Area	Issue Statement	Recommendation	Description
			<ul style="list-style-type: none"> c. Introduce families in the community to USF early on in a student's educational journey by organizing campus visits, open houses, and other activities. d. Promote diversity among USF faculty and staff.
4 Transfer students & student mobility	A large portion of USF's student population are transfer students, which will increase as pathway programs expand.	Promote seamless student mobility for transfer students through early communication, enhanced support services, expanded pathways, and efficient and transparent credit transfer processes.	<ul style="list-style-type: none"> a. Educate potential transfer students from the Florida College System early on regarding the admissions process and academic and social transition to USF. b. Dedicate resources to fostering a welcoming environment for transfer students by providing similar programs and supports to those received by incoming freshmen. c. Dedicate financial and staffing resources to expanding and marketing bridge programs, including FUSE. d. Promote student mobility for FCS students (and across the three USF campuses) by expanding access to a broader array of courses and degree programs.
5 Academic programs & course delivery	Under consolidation, students should have increased access to programs, regardless of their home campus.	Expand student access to academic programs by offering flexibility in schedule, delivery model, level and location.	<ul style="list-style-type: none"> a. Enhance the flexibility, accessibility, and relevancy of course programming at each campus location for the undergraduate and graduate level. b. Continue to explore alternate delivery models (e.g. hybrid, virtual, asynchronous) and creative uses of technology to increase student access. c. Disseminate resources and expertise broadly across the USF system in a way that is flexible and aligns with student needs and schedules at each campus. d. Expand access to relevant programs to better align with local workforce demands.

2

45

DRAFT

December 19, 2018



Additional Recommendations:

Focus Area	Recommendation
6 Communications & community outreach	Identify and provide focused assistance to existing high school students who will no longer meet the admissions criteria during and after consolidation, and do not have time to adjust. Ensure they have information regarding alternative pathways and admission options.
7 Communications & community outreach	Enhance branding efforts to communicate USF as the go-to preeminent research university for prospective students in the region.
8 Communications & community outreach	Expand admissions pathways with local high schools for guaranteed admissions.
9 Communications & community outreach	Develop outreach offices at USF St. Petersburg and USF Sarasota-Manatee.
10 Communications & community outreach	Enhance communications with the local community about recruitment, student body composition, and student success statistics.
11 Scholarships, financial aid & admissions	Explore multiple summer bridge programs including focus on STEM, career specific programs, and internships.
12 Scholarships, financial aid & admissions	Foster collaborations with corporate and individual donors in for scholarship opportunities for high-potential students throughout the communities USF serves.
13 Scholarships, financial aid & admissions	Expand "last dollar" scholarship offerings.
14 Scholarships, financial aid & admissions	Support and increase awareness around Florida College Access Network's Seminars.
15 Scholarships, financial aid & admissions	Educate prospective students on the summer and spring admissions options, and on the importance of applying early.
16 Scholarships, financial aid & admissions	Dedicate equitable staffing and other resources to student support services for students enrolling in the summer, fall, and spring semesters.
17 Scholarships, financial aid & admissions	Collaborate with local partners to provide direct assistance to prospective students and their families applying for financial aid.
18 Scholarships, financial aid & admissions	Explore different communication channels and leverage technology to disseminate information regarding scholarships and financial aid.
19 Scholarships, financial aid & admissions	Continue to prioritize transparency in communicating the cost of attendance and available financial assistance to prospective students and families.

3

USF Consolidation Task Force – Shared Governance and Transparency Subcommittee
FINAL RECOMMENDATIONS, November 26, 2018

Focus Area	Vision Statement	Recommendation	Description
1 University Governance	Empowered campuses make for a stronger USF and fulfilling student experience: The future governance of USF shall build upon the existing strengths of each campus, and the historically strong organizational and collaborative nature of all three campuses to ensure continued and increased benefits to all USF students regardless of home campus, and to enable the continued status of USF as a Preeminent State Research University.	Conduct and execute all governance reviews, changes and implementations with processes that guarantee transparency, mutual accountability and collaboration among internal stakeholders including students, faculty and staff. Provide seamless consolidation transition to students, faculty and staff by building upon proven success of shared governance.	<ul style="list-style-type: none"> a. Ensure continuity and enhancement of programs, (BA, MA and PhD levels), services to students, maintenance of distinct campus identities and guarantee robust opportunities to attract talent on all campuses by designating USFSM and USFSP as branch campuses as defined by SACSCOC¹. b. Develop an organizational structure that clarifies delegated authority and furthers mutual accountability among leadership through transparent processes, communication and reporting. Ensure assignment of local accountability for coordinating, integrating, and delivering value-added student experiences. c. Define, update and communicate Campus Board (Advisory) member roles and responsibilities for clear understanding of the advisory, not governing, role of the campus board. Establish a practice of collaborative review of campus governance by the board including, but not limited to, review of campus plan, budget and legislative agendas. Although not governing/binding, those actions should maintain a high degree of well-informed members who represent USF among external stakeholders. d. Task internal academic and administrative committees to identify new opportunities for collaboration among campuses and finding efficiencies in governance processes.
2 Faculty Governance	Engaged faculty and equitable campus representation shall support Preeminence objectives and offer students the benefits of learning from engaged leaders:	Ensure continued representation of faculty priorities through a strong and respected Faculty Senate structure that promotes collaborative dialogue and	<ul style="list-style-type: none"> a. Empower Faculty Governance to contribute to the coordination and delivery of value-added student experiences. b. Develop one Faculty Senate, including campus councils, across the university to include equitable representation by campuses.

¹ SACSCOC Branch Campus definition: Institutions that have their own administrative structures, faculties, hiring and budgetary authority.
BOG Type I Campus definition: A university operation that has obtained and continues to maintain an enrollment level of more than 2000 university student FTE in courses which lead to a college degree. A Type I campus typically provides a broad range of instruction for numerous full and partial degree programs, research activity and an extensive complement of student services. Florida Board of Governors Regulation 8.009.

DRAFT

December 19, 2018

USF Consolidation Task Force – Shared Governance and Transparency Subcommittee
FINAL RECOMMENDATIONS, November 26, 2018

Focus Area	Vision Statement	Recommendation	Description
	All faculty members should have clear and accessible options for engagement and leadership of academic missions regardless of geographic location as they represent their peers, students and communities.	decision-making between faculty and university leadership, and reflects the priorities of both academic matters and unique geographic opportunities.	<p>c. The Faculty Senate organizational structure should allow for Campus Senate Councils or Committees with officer representation serving on the system Executive Committee (either as officers or council/committee chairs). Officers (Pres, VP, Sec, and Sergeant –at- Arms) should have diverse representation from all campuses.</p> <p>d. Carefully assess the potential impact of organizational changes to academic structure (Colleges and Schools) on the structure and representation of all campuses to ensure maximum faculty engagement across USF.</p> <p>e. Clearly define the accountability and defined powers of faculty governance. Review, update and communicate roles and responsibilities of all faculty governance councils and committees to support consolidation and ensure delivery of consistently high-quality curricular and extra-curricular experiences to students in each geographic location in which USF operates and no compromise of campus identity.</p> <p>f. Review and identify opportunities to consolidate committees with similar functions such as awards councils, academic committees and Gen. Ed. committees without negative impacts for any campus.</p>
3	<p>General Education</p> <p>An enhanced General Education model offers students and faculty a dual experience of quality learning and engagement:</p> <p>General Education at USF shall offer students core courses across programs that foster critical thinking skills, create engaged citizens and develop cross-functional soft skills, while providing opportunities for service learning.</p>	<p>Strengthen the internal collaborative Enhanced General Education Leadership process review to model High Impact Practices (HIP) and ensure representation from all campuses to shape key focus areas of:</p> <ul style="list-style-type: none"> • Curricular alignment • Course alignment • Assessment • Faculty oversight and engagement 	<p>a. Create a unified general education curriculum and identify core values that ensures maximum ease of transition for FTIC and transfer students to USF.</p> <p>b. Appoint a representative faculty leadership to oversee the transition to a consolidated gen ed curriculum to ensure consistent learning outcomes and seamless student mobility among USF campuses.</p> <p>c. Establish equitable representation of faculty from all campuses in the identification of high-impact practices that reflect campus identities through community collaboration, service learning opportunities, and civic engagement.</p> <p>d. Update governance processes and documents for the General Education Council of the Faculty Senate to support</p>

2

USF Consolidation Task Force – Shared Governance and Transparency Subcommittee
FINAL RECOMMENDATIONS, November 26, 2018

Focus Area	Vision Statement	Recommendation	Description
	civic engagement and experiences unique to their home campuses.		<p>a unified university while creating equitable participation opportunities from all campuses.</p> <p>e. Implement an assessment plan for annual review and approval oversight of general education curriculum.</p>
4	<p>Student Governance</p> <p>Student government opportunities, both in leadership and local roles, shall remain open to students on all campuses:</p> <p>The student government experience and opportunities shall be enhanced by consolidation efforts with student participation available at both the local home campus and system levels.</p>	Identify a structure that allows for student government to be housed on each of the three campuses in an effective way including system-wide representation, and opportunities for interaction with faculty, university leadership and students from all campuses.	<p>a. Create a system-level SGA and ensure alternating campus officer representation on the system-level SGA.</p> <p>b. Allow for equitable representation of student-elected positions across all three campuses.</p> <p>c. Define a clear process for equitable budget allocation.</p> <p>d. Outline and communicate processes and tools for student input/feedback during the consolidation transition.</p> <p>e. Develop a process for student leaders to assess and refine the student government structure two years post-consolidation.</p>
5	<p>Budget Transparency</p> <p>Budget and funding allocations and evaluation of shared services should be conducted with transparency and should result in benefits for all USF campuses, and their students, faculty, and staff, and in organizational efficiencies.</p> <p>USF budget governance practices and policies shall concurrently operate in accordance with all regulatory and legislative mandates and ensure internal transparency through diverse leadership engagement that provides USF students, faculty and staff with</p>	A robust and transparent process for faculty, staff and student feedback shall drive all decisions on budgetary allocation, review and approval, restructuring of fee schedules, and implementation of shared services. The highest priorities for budgetary and administrative decisions should be accountability to all campuses, accessibility of services to students, faculty, and staff, and seamless transition across campuses.	<p>a. Ensure the university's budget processes align with the organizational structures to promote matrixed responsibility, accountability, approval and reporting.</p> <p>b. Create a mechanism for transparency in the prioritization and decision-making processes of budget initiatives that meet a certain threshold.</p> <p>c. Empower campus leaders to make budgetary and other leadership decisions in the best interests of local stakeholders, including students, community and business leaders, donors and public officials.</p> <p>d. Ensure campus leaders have the authority to direct budget development, planning and management to align campus assets with the academic, programmatic and partnership needs of the community.</p> <p>e. To maintain the university's commitment to affordability, examine and determine a fee structure that minimizes impact on student costs and ensures current students continue to benefit from the fee structure under which they entered USF.</p>

3

47

DRAFT

December 19, 2018

USF Consolidation Task Force – Shared Governance and Transparency Subcommittee
 FINAL RECOMMENDATIONS, November 26, 2018

Focus Area	Vision Statement	Recommendation	Description
	clear understanding of financial decision processes, fee schedules, allocation of multiple funding streams and equitable disbursement of advancement investments. USF should also consider opportunities for shared services to provide students, faculty, and staff with the supports needed to be successful on all campuses and to deliver organizational efficiencies.		<ul style="list-style-type: none"> f. Explore and recommend the feasibility of differentiated fee structures among the three campuses recognizing that equitable fee allocation does not mean equivalent services. Consider allocating a central pool of funds towards system-wide programming and allow other campus-specific fees to remain local. g. Streamline the process for funding derived from student fees to allow for system student leadership structure to review and approve budgets while maintaining regional campus allocation processes. h. Create a continuous communication process/plan for prospective and current USF students and families regarding how fees are assessed (home campus flat fees v. course/tuition-based fees), applied and services rendered. i. Implement ongoing processes to monitor students' utilization of and satisfaction with services provided, such as conducting a student survey to determine interest in system-wide events and intramural activities to determine proper fee support and likelihood of using services located on other campuses. j. Proposed post-consolidation shared services should consider a menu of options: in-person/home campus access, online/virtual options, and collaborative space/resource initiatives. k. Engage and challenge staff to identify efficiencies and business process. Consider incentives to empower and reward staff for identifying efficiencies and implementing best practices. l. Encourage USF to identify opportunities for cross-training of staff and leveraging of innovative technologies to promote efficiencies across the university.

4

USF Consolidation Task Force – Student Success / Academic Programs / Campus Identity Subcommittee
 FINAL RECOMMENDATIONS, November 19, 2018

Focus Area	Vision Statement	Recommendation	Description
1 Student Success	Supporting USF students to be successful through graduation and beyond fulfills USF's mission to produce graduates that positively contribute to their chosen fields while also supporting economic and community development.	Ensure that new and ongoing initiatives aimed at promoting students' success align across USF while allowing for the flexibility to meet local geographic, student population-specific needs and providing support for the unique student populations of each campus.	<ul style="list-style-type: none"> a. Develop guiding principles for a unified student success movement through an inclusive and collaborative campus stakeholder engagement process b. Provide all campuses with the necessary support to serve their unique student populations while ensuring that equitable services are offered across USF c. Leverage the new Student Success Committee to promote a unified approach to student success d. Develop Persistence Committees on each campus and leverage the unified Student Success Committee to ensure coordinated retention and completion efforts including application of predictive models and the "Finish in Four" initiative e. Strengthen intervention initiatives and ensure the programs are reflective of and responsive to all student populations f. Empower faculty to have conversations with students about potential career paths in their academic discipline
2 Academic programs	Developing a broader array of integrated degree programs aligned with regional workforce demands promotes a successful journey through the student lifecycle from recruitment and the academic experience to employment and alumni engagement.	Maintain existing academic degree offerings and expand the academic portfolio across the University at every level, using evidence and rigorous analysis, as exemplified in the phased approach outlined in the "Unified Response" document authored by academic leadership at USF St. Petersburg, USF Sarasota-Manatee, and USF Tampa. Develop and communicate a disciplined approach to identifying and sustaining geographically-distributed Colleges and Schools.	<ul style="list-style-type: none"> a. Develop recommendations for expanding academic degree offerings at the Baccalaureate, Master's and Doctoral levels, based on a multi-layer, multi-year approach [see Appendix for "Unified Response" plan] b. Strengthen processes for the expansion of existing academic degree offerings such as examining evidence of student demand, critical mass, and capacity to deliver c. Empower local university leadership to strengthen employer partnerships to inform curriculum development d. Consider including updated labor market data sources in Program Reviews, so that students are

1

48

DRAFT

December 19, 2018

USF Consolidation Task Force – Student Success / Academic Programs / Campus Identity Subcommittee
FINAL RECOMMENDATIONS, November 19, 2018

Focus Area	Vision Statement	Recommendation	Description
			<p>better situated/equipped to understand real-life applications of degree programs</p> <p>e. Increase master and doctoral degree program delivery on the St. Petersburg and Sarasota-Manatee campuses no later than July 1, 2021</p> <p>f. Increase online, blended and hybrid course offerings at all levels</p> <p>g. Ensure at least one college is "homed" on each USF campus, which reflects the unique identity of each campus</p> <p>h. Unless otherwise prescribed by law, develop guiding principles for a College unit, such as</p> <ul style="list-style-type: none"> a. One college per academic discipline b. Establish realistic and manageable-sized college units informed by benchmarks for what constitutes a College c. A comprehensive resource plan and reasonable timeframe for attaining established benchmarks and a defined process for underperformance d. Meeting local workforce needs of the communities USF serves <p>i. Ensure that existing academic offerings available on campuses pre-consolidation remain available under a single accreditation pursuant to determinations made according to faculty-led program reviews and continued demand evidence</p> <p>j. Add a student representative as a full member to the USF System Academic Program Advisory Council with provision to rotate by campus on an annual membership basis</p>
3	Campus identity	Promoting a unified educational mission while leveraging distinctive regional strengths reflects	Implement initiatives that leverage the distinctive elements and communities that USF serves to strengthen campus identity while
			a. Identify high-impact practices that reflect campus identities through community collaboration, service learning opportunities, and civic engagement

2

USF Consolidation Task Force – Student Success / Academic Programs / Campus Identity Subcommittee
FINAL RECOMMENDATIONS, November 19, 2018

Focus Area	Vision Statement	Recommendation	Description
	"one university geographically distributed" and USF's commitment to designing rich and relevant learning experiences for students.	also supporting key features that establish University-wide standards across all campuses. Empower local university leadership to spearhead relationship building with surrounding communities to enhance campus identities.	<p>b. Communicate distinctive academic and programmatic elements with external audiences to increase community awareness of campus identities and offerings</p> <p>c. Continue to increase opportunities for existing and new faculty to develop academic programs, increase research contributions, and strengthen campus identities</p> <p>d. Support on-campus student housing on the Sarasota-Manatee campus, which is critically important to enhance its identity, utilizing housing demand studies and other relevant information</p> <p>e. Strengthen academic and non-curricular programs, initiatives, and research on all campuses, to further the identity of the campuses</p> <p>f. Develop new academic programs on each of the campuses, which are part of the master academic plan and lead to more vibrant connections with the business communities and other communities of interest</p> <p>g. Foster cross-university collaborations to support the needs of the communities each campus serves</p> <p>h. Coordinate undergraduate admissions processes and outreach to emphasize one USF while highlighting the distinct campus identities</p>
4	Research capacity	Elevating the level of research productivity across the three campuses enhances the University's economic and societal impact, strengthens its standing as a Carnegie R1 institution, and advances its aspirations towards membership in the	Provide the resources and infrastructure that will facilitate the flourishing of research and scholarly activities and collaborations across the University.
			<p>a. Encourage proactive engagement of the USF Research & Innovation Office with faculty on all campuses</p> <p>b. Support the growth of campus research initiatives and strengths through strategies including joint appointments for faculty on the St. Petersburg and Sarasota-Manatee campuses</p>

3

DRAFT

December 19, 2018

USF Consolidation Task Force – Student Success / Academic Programs / Campus Identity Subcommittee
 FINAL RECOMMENDATIONS, November 19, 2018

	Focus Area	Vision Statement	Recommendation	Description
		Association of American Universities (AAU).		<ul style="list-style-type: none"> c. Empower faculty on all campuses to identify research assets and opportunities and to engage in the planning efforts designed to expand research capacity d. Design an online database that highlights the research resources and centers that are available to all USF faculty e. Develop state-of-the-art technologies to promote cross-campus collaboration f. Prioritize the construction of the Integrated Science and Technology Complex (ISTC) on the Sarasota-Manatee campus to serve local research and teaching needs
5	Community engagement	Leveraging geographic strengths and local partnerships to drive economic development, enhance student recruitment efforts, and inform curriculum development, supports the University's commitment to making a positive impact on USF students, families, and community members.	Strengthen relationships with community stakeholders, educational institutions, corporations, non-profit organizations, and government entities to reinforce systemic support for economic development, leverage insights from on the ground experts, and engage local partners.	<ul style="list-style-type: none"> a. Strengthen relationships with local businesses and non-profit organizations in relevant industry sectors including the arts, aviation, healthcare, insurance, engineering, real estate, etc. to leverage community strengths b. Enhance partnerships with educational organizations, including K-12 schools and regional community colleges, to foster community collaboration, innovative programs, and student access and success c. Establish mechanisms that allow engaged partners to inform the design of contemporary, real-world curricula and the development of relevant applied research

4

DRAFT

DRAFT

December 19, 2018

Appendix C: CIC Membership List

Committee Member	Subcommittee
Pritish Mukherjee	CIC co-Chair
Donna Petersen	CIC co-Chair
Padmanabhan Balaji	Business and Finance
Edwin Beauchamp	Business and Finance
Richard Borghesi	Business and Finance
Rob Fischman	Business and Finance
David Lechner	Business and Finance (co-chair)
Deanna Michael	Business and Finance
Dahlia Robinson	Business and Finance
Nicholas Setteducato	Business and Finance
Richard Sobieray	Business and Finance
Sridhar Sundaram	Business and Finance
Nick Trivunovich	Business and Finance (co-chair)
Shawn Ahearn	External Affairs
Ruth Atchley	External Affairs
Haywood Brown	External Affairs
Amy Farrington	External Affairs
Joseph Hice	External Affairs (co-chair)
Morgan Holmes	External Affairs
Virginia Kalil	External Affairs
Mark Koulianos	External Affairs
Helen Levine	External Affairs
Bill McCausland	External Affairs
Lynette Menezes	External Affairs
Patrick Moreo	External Affairs
Deborah Read	External Affairs (co-chair)
Liliana Rodriguez-Campos	External Affairs
Cyndy Sanberg	External Affairs

51

DRAFT

December 19, 2018

Noreen Segrest	External Affairs (co-chair)
Richard Smith	External Affairs
Casey Welch	External Affairs
Lee Williams	External Affairs
Thomas Becker	Faculty Affairs
Tim Boaz	Faculty Affairs
Deni Elliott	Faculty Affairs
James Garey	Faculty Affairs
Michael Gillespie	Faculty Affairs
Paula Knaus	Faculty Affairs
Fawn Ngo	Faculty Affairs (co-chair)
Dwayne Smith	Faculty Affairs (co-chair)
Gregory Teague	Faculty Affairs
Sylvia Thomas	Faculty Affairs
Paul Atchley	General Education & Curricular Alignment (co-chair)
Kyna Betancourt	General Education & Curricular Alignment
David Brodosi	General Education & Curricular Alignment
Teresa Conover	General Education & Curricular Alignment
Cynthia DeLuca	General Education & Curricular Alignment
Sallie Gresham	General Education & Curricular Alignment
Timi Hager	General Education & Curricular Alignment
Robert Knoeppel	General Education & Curricular Alignment
Gretchen Koehler	General Education & Curricular Alignment
Moez Limayem	General Education & Curricular Alignment
Jennifer Lister	General Education & Curricular Alignment
Victoria Rich	General Education & Curricular Alignment
Phillip Wagner	General Education & Curricular Alignment
Allyson Watson	General Education & Curricular Alignment (co-chair)
Pat G. Wilson	General Education & Curricular Alignment
Dipayan Biswas	Research
Don Chambers	Research

DRAFT

December 19, 2018

Robert Deschenes	Research (co-chair)
Paul Kirchman	Research (co-chair)
Randy Larsen	Research
Jody McBrien	Research
Lindsey Rodriguez	Research
Kersuze Simeon-Jones	Research
Melissa Sloan	Research
Thomas Smith	Research
Maya Trotz	Research
Glen Besterfield	Student Success
Rita Debate	Student Success
Serge Desir	Student Success
Allison Dinsmore	Student Success
Paul Dosal	Student Success (co-chair)
Joseph Ford	Student Success
Billie Jo Hamilton	Student Success
Patricia Helton	Student Success (co-chair)
Fai Howard	Student Success
Delroy Hunter	Student Success
Daniel Kelso	Student Success
Brett Kemker	Student Success
Moneer Kheireddine	Student Success
Michael Klene	Student Success
Randolph Malcolm	Student Success
Catherine Mund	Student Success
Shari Schwartz	Student Success
Andrew Telatovich	Student Success

DRAFT

December 19, 2018

[Appendix D: Current Mission, Vision and Values Statements for the Three Campuses of the USF System](#)

Mission, Vision and Values Statements for USF St. Petersburg

Mission

Inspire scholars to lead lives of impact.

Vision

USF St. Petersburg will shine. USF St. Petersburg faculty and administrators will work shoulder-to-shoulder with students and community partners to build a better world. We will challenge ourselves to excel in research, teaching and service.

Core Values

- **Student-Centered Success:** We provide a personalized experience for every student. We will grow by design to sustain academic programs that prepare our graduate and undergraduate students for work and life while retaining our intimate learning environment.
- **Research and Innovation:** Our faculty members conduct nationally and internationally significant research and scholarship. Faculty members convert individual and collaborative efforts into new knowledge to improve lives far beyond our campus and community.
- **Inclusion of Differences:** We seek divergent voices and tell untold stories. We actively recruit students, faculty, staff and administrators who bring global and domestic diversity to campus, with emphasis on representing our evolving regional demographics. We notice where conceptual differences synthesize, complement — or clash. In classes, in meetings and in public forums, we invite difficult dialogues to enable everyone to better understand different worldviews. We strive to create synergy.
- **Commitment to Community:** USF St. Petersburg connects seamlessly to St. Petersburg and the surrounding region. Our students enroll in the city as well as USFSP, bringing to the city the exuberance that only a residential campus culture can provide. Our community-based partners and mentors multiply opportunities for students and challenge faculty and administrators to recognize new areas for innovation and exploration. Together we shine.
- **Care for Natural Environment:** We celebrate our organic connection to the waterfront and cityscape. Through study and service, we serve as stewards for the plants, animals and systems that sustain us. We take seriously our commitment to become carbon neutral.

DRAFT

December 19, 2018

Mission, Vision and Values Statements for USF Sarasota-Manatee

Mission

The University of South Florida Sarasota-Manatee provides high quality bachelor's and graduate-level education and scholarly activity in a personalized learning community that prepares successful leaders and responsible citizens.

Why this mission?

- USF Sarasota-Manatee's primary focus is to provide a quality curriculum and instruction at an affordable cost, which addresses the specific higher education needs of the residents in the region.
- USF Sarasota-Manatee offers a flexible mix of online and classroom instruction at times that are convenient to the large commuter student population.
- USF Sarasota-Manatee offers additional certificate programs and internships that meet the unique needs of employers and employees in the region.
- USF Sarasota-Manatee partners with local businesses, non-profits, and educational institutions to ensure that the educational programs provide qualified employment candidates to address current and future community needs.
- USF Sarasota-Manatee's size supports a personalized learning experience built on small class sizes, individual attention, campus experiences, and opportunities for community engagement.

Vision

As a valued member of the USF System, the University of South Florida Sarasota-Manatee will be nationally recognized as a student-centered, research focused, community-engaged university with significant economic and cultural impact to the region.

Why this vision?

USF Sarasota-Manatee will grow enrollment and reputation by offering the highest quality advanced education programs for the region. This high quality will be reflected in our students' successes by attracting and retaining highly qualified faculty, expanding research impact, and achieving continuous national accreditation for its programs. USF Sarasota-Manatee's community engagement commitment will be recognized for its significant impact on the quality of life in the region.

Values

The University of South Florida Sarasota-Manatee embraces the values of higher education:

- Academic Excellence
- Freedom of Inquiry
- Diversity and Inclusion
- Shared Governance
- Accountability
- Student-centeredness

DRAFT

December 19, 2018

Mission, Vision and Values Statements for USF Tampa

Mission

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

Vision

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

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

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

Values

The University of South Florida values:

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

DRAFT

December 19, 2018

Appendix E: Draft of the 2019-2024 Strategic Plan for a Preeminent USF Tampa

USF Tampa Strategic Plan Update

Introduction

In October of 2017, the University of South Florida President Judy Genshaft officially launched a comprehensive effort to develop the 2019-2024 USF Tampa Strategic Plan.

Guided by committee co-chairs Dr. Theresa Chisolm, Vice Provost for Strategic Planning, Performance and Accountability, and Dr. Pritish Mukherjee, Vice Provost and Associate Vice President for Strategic Talent Recruitment, University Reputation and Impact, a 58-person team comprised of USF System students, faculty, staff, and alumni representing a diverse body of disciplines and departments from across the university and surrounding Tampa Bay community met extensively over a period of eight months. The objective was to build on USF Tampa's tremendous trajectory of success guided by the USF Tampa 2013-2018 Strategic Plan.

The Strategic Planning Team developed the following proposed objectives:

- Goal 1: A commitment to lifelong success,
- Goal 2: High-impact research and innovation,
- Goal 3: A major social and economic engine,
- Goal 4: A vibrant, inclusive and safe community, and
- Goal 5: Continuous visionary planning and sound management throughout USF.

These objectives keep in mind the vision of USF Tampa as being a preeminent research university, having a global impact in shaping the future by improving the human condition, and valuing inquiry, innovation, integrity, and inclusion.

Through innovative research and a commitment to student success, USF continues to develop a profile consistent with membership in the Association of American Universities and is a major socio-economic driver of the metropolitan region.


Consolidation Mandate

In March of 2018, Governor Rick Scott signed into law the Florida Excellence in Higher Education Act requiring the USF System – composed of USF Tampa, USF St. Petersburg and USF Sarasota-Manatee – to consolidate accreditations under one umbrella by July 1, 2020.

As a result of the consolidation mandate, the USF Tampa 2019-2024 Strategic Plan Draft is provided to aid in the discussion of a strategic plan supporting USF as a singly accredited institution.

Statement of Institutional Purpose

Committed to excellence in research, academics, and community engagement, the University of South Florida, Tampa prepares students for lifelong success in a diverse and inclusive intellectual environment. Driven by outstanding faculty and staff, USF is dedicated to meaningful scholarship and influential research that positively shapes the future, both locally and globally.



A Preeminent Research University

USF Tampa Strategic Plan Update | December 2018 | Page 1 of 7

DRAFT

December 19, 2018

Mission

USF Tampa is a global leader in innovative research, the delivery of outstanding academic and professional programs, and community engagement, in a multidisciplinary intellectual environment that ensures student learning and lifelong success.

Vision

As a preeminent research university, USF Tampa will have a global impact in shaping the future by improving the human condition. Through its innovative research, commitment to student success, and as a major socio-economic driver of the metropolitan region, USF will continue to develop a profile consistent with membership in the Association of American Universities.

Values

The University of South Florida, Tampa values:

Inquiry through

- High-impact scholarship, research, and creative pursuits
- High-quality, multidisciplinary education and excellence in teaching and learning
- Collegiality, collaboration, academic freedom, and professional responsibility
- Success and achievement of its students, faculty, staff, and alumni

Innovation through

- Exploration of new technologies to create efficiencies and solve problems
- A culture of learning, growth, entrepreneurial spirit and partnerships
- First-class administrative and physical infrastructure to support the university's education and research mission
- An agile and proactive community that develops curricula and programs to meet rapidly-changing community and global needs

Integrity through

- Shared governance within all components of the institution
- Transparency and accountability of the university's operations
- Affordable and accessible education for all
- Social, economic, and environmental sustainability at the local and global levels

Inclusion through

- Diversity of students, faculty, and staff in a safe campus environment
- Respect and recognition of each individual
- Community engagement and public service
- A welcoming campus life with broad academic, cultural, and athletic opportunities



DRAFT

December 19, 2018

Objectives:

GOAL 1: A commitment to lifelong success of well-educated, highly skilled and adaptable students who thrive in a dynamic global market

- **Strategy 1A:** Enhance environment for increased research and innovation
 - **Initiative 1A1:** Seed-fund research convergence around transdisciplinary themes
 - **Initiative 1A2:** Develop infrastructure for support and sustainability of interdisciplinary ventures
- **Strategy 1B:** Increase research capacity by investing in people engaged in research
 - **Initiative 1B1:** Recruit and retain high-quality research faculty, post-docs, students and staff to support research productivity
 - **Initiative 1B2:** Help faculty gain internal and external honors and recognition
- **Strategy 1C:** Employ processes that accelerate research and innovation
 - **Initiative 1C1:** Establish incentives and ongoing support for high-level engagement in research
 - **Initiative 1C2:** Structure environment to more effectively support internal collaborations through increased incentives, decreased barriers, and effective resource utilization
 - **Initiative 1C3:** Increase opportunities for connection and collaboration with external peers
- **Strategy 1D:** Increase impact and recognition of research and innovation
 - **Initiative 1D1:** Foster a culture of societal engagement using multiple approaches, including venture investment, social entrepreneurship, and applied research to encourage translation of activity into tangible impact
 - **Initiative 1D2:** Increase visibility of USF research through the promotion, recognition, and incentivizing of community-engaged scholarship

GOAL 2: High-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives

- **Strategy 2A:** Support the development of high-impact educational practices to foster meaningful student experiences in and out of the classroom
 - **Initiative 2A1:** Foster, embed, support, and monitor use of high-impact teaching strategies and best practices for student engagement to promote learning and increase retention and timely graduation
 - **Initiative 2A2:** Enhance the quality and capacity of pedagogical and technological support for learning


DRAFT

December 19, 2018

- **Initiative 2A3:** Strengthen approaches to faculty recruitment and development to ensure continuous improvement of instructional delivery
- **Initiative 2A4:** Evaluate potential & develop strategies for adopting alternative, educationally effective approaches to course sequencing and delivery
- **Strategy 2B:** Support students' development as globally engaged citizens and leaders to strengthen communities and improve quality of life by bringing teaching, research, and service resources to bear in sustainable and reciprocal community partnerships
 - **Initiative 2B1:** Identify, build new, and strengthen existing connections with a broad range of community partners
 - **Initiative 2B2:** Prepare students to be engaged citizens and community leaders in a diverse and evolving society
- **Strategy 2C:** Strengthen students' connections to employers and alumni to ensure life-long success
 - **Initiative 2C1:** Increase the Student to Alumni and Career network both nationally and internationally (including both Alumni and Career Services), and create career communities focused on promotion of global career and professional development resources
 - **Initiative 2C2:** Integrate pathways for lifelong learning opportunities by developing alumni and cross-generational mentorship programming with alumni network and current students – mentorship matching
 - **Initiative 2C3:** Organize a strategically focused effort to engage leading companies to recruit USF graduates

GOAL 3: A major social and economic engine creating meaningful global, national, regional and local collaborations and partnerships to build a prosperous and sustainable future for our community and state

- **Strategy 3A:** Deepen and expand existing engagement and partnerships
 - **Initiative 3A1:** Develop partnership structure and infrastructure
 - **Initiative 3A2:** Improve alignment of existing engagements with strategic needs of USF and our partners
 - **Initiative 3A3:** Increase proactive participation throughout the organization in the development of responses to emerging workforce needs
 - **Initiative 3A4:** Formalize a system to measure and communicate the value and impact of USF's engagement with the community



USF Tampa Strategic Plan Update | December 2018 | Page 4 of 7

DRAFT

December 19, 2018

- **Strategy 3B:** Pursue new mutually beneficial partnerships

- **Initiative 3B1:** Secure partnerships that enhance student success through internships and other community-engaged learning and post-graduation employment
- **Initiative 3B2:** Target partnerships to augment revenue and provide value to businesses and the university

GOAL 4: A vibrant, inclusive and safe community for learning, discovery, creative activity and transformative experience enabled through adaptive design of physical, social, and digital environments

- **Strategy 4A:** Shape academic programs, campus social environment and instructional initiatives to optimize the university experience

- **Initiative 4A1:** Facilitate a seamless experience for students – from onboarding, advising, financial aid, engagement opportunities, etc. – through coordination of individual support, and implementation of a digital ecosystem
- **Initiative 4A2:** Conduct ongoing studies & analyses of perspectives & experience of key stakeholder groups, to include what success actually means for students, parents, and employers, and students' perception & experience of diversity and inclusion
- **Initiative 4A3:** Establish or improve effectiveness of mechanisms for interaction, including online, interactive social/academic connections

- **Strategy 4B:** Ensure the availability of flexible/adaptive instructional environments and research workspaces

- **Initiative 4B1:** Develop and implement procedures for ongoing campus physical infrastructure improvement including renovation, repurposing, and new construction
- **Initiative 4B2:** Enhance capacity for rapidly developing & promulgating hybrid/multimodal instructional approaches that will lead to both effective learning and efficient use of physical facilities

- **Strategy 4C:** Maintain and foster a skilled, productive, and satisfied workforce within USF by providing opportunities for training, education, and advancement.

- **Initiative 4C1:** Implement procedures for assessing the status of the USF workforce, with attention to gaps in skills, training resources, job classification, and opportunities for advancement and reorganization; and addressing highest-priority needs for improvements in workforce skill & productivity
- **Initiative 4C2:** Conduct ongoing study & analysis of the wellbeing of members of the university community, to include their perceptions of diversity and inclusion

DRAFT

December 19, 2018

GOAL 5: Continuous visionary planning and sound management throughout USF to lead in the field of higher education, ensure a strong and sustainable economic base, and proactively adapt to opportunities in dynamic environment

- **Strategy 5A:** Establish and maintain an ongoing capacity for long-range strategic analysis & associated response
 - **Initiative 5A1:** Conduct periodic assessment of the institution's innovative posture and ability to address potential risks and benefits in current and alternative higher education models
 - **Initiative 5A2:** Conduct ongoing assessment of the need for development of innovative curricula to meet the needs of the changing workforce
 - **Initiative 5A3:** Develop research infrastructure to enable solutions to global problems and produce a periodic assessment of the institution's position in the global research environment to identify potential for alignment/realignment of investment
- **Strategy 5B:** Enhance capabilities for optimal organizational functioning
 - **Initiative 5B1:** Identify and implement strategies for effective diffusion of advanced, adaptive organizational behavior within the institution, including widespread faculty and staff engagement
 - **Initiative 5B2:** Identify and apply strategies for incentivizing diffusion of successful educational and other initiatives (e.g., small, pilot) throughout the institution as appropriate
- **Strategy 5C:** Ensure cost-effective use of resources in support of the university mission
 - **Initiative 5C1:** Increase participation throughout the organization in determining the necessity, cost-effectiveness, and return on investment of programs, including benefits in education, research & scholarship, and costs & revenues
 - **Initiative 5C2:** Evaluate services throughout the university to identify unnecessary duplication or opportunities for reorganization or rescaling for improved effectiveness & efficiency
- **Strategy 5D:** Promote sustained financial support for programs & operations
 - **Initiative 5D1:** Implement enhanced financial planning throughout the university to include a focus on market analysis and identification of new revenue sources and sustained funding for new & existing programs & services
 - **Initiative 5D2:** Implement mechanisms & procedures for periodic monitoring of long-term financial viability of educational and service programs

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December 19, 2018

The Team**LEADS**

Theresa Chisolm	Pritish Mukherjee	
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COMMITTEE MEMBERS

Terri Ashmeade	Fanni Green	Cynthia Patterson
Ruth Bahr	Cliff Henderson	Troy Quast
Oma Baliram Singh	Rich Heruska	Jason Rohr
Karen Bell	Joe Hice	Rene Sanchez
Michael Bloom	Ishan Holligan	Sudeep Sarkar
Jennifer Cainas	Owen Hooper	Noreen Segrest
Michael Cross	Moneer Kheireddine	Elizabeth Shaunessy-Dedrick
Bill Cummings	Russ Kirby	Toru Shimizu
Carol Ann Davis	Phil Kramer	Barbara Shircliffe
Rita Debate	Lisa Landis	Kevin Sneed
Deb Dewaay	Dwight Lewis	Charles Stanish
Paul Dosal	Jody Libadisos	Sri Sridharan
Sidney Fernandes	George D. Morgan	Greg Teague
Valeria Garcia	Autumn Mueller	Amy Thompson
Jim Garey	Govindan Parayil	Nick Trivunovich
Liz Gierbolini	Valerie Parisi	Calvin Williams

OBSERVER-PARTICIPANTS

Karen Holbrook	Sridhar Sundaram	
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OPERATIONS

Mike Bolen	Tammy Reed	Tanya Vomacka
Paige Beles Geers	Nick Setteducato	Stephanie Williams
Cynthia Brown Hernandez	Sarah Thomas	

DRAFT

December 19, 2018

Appendix F: Current Institutional Characteristics for all Three Campuses of USF

CHARACTERISTIC	USF Tampa	USF St. Petersburg	USF Sarasota-Manatee
<i>Colleges; Schools</i>	13 Colleges; Several Schools	3 Colleges	4 Colleges; 1 School
<i>Carnegie Classification</i>	Doctoral Universities: Highest Research University	Master's Colleges and Universities: Medium Programs	Master's Colleges and Universities: Medium Programs
<i>Preeminent Research University</i>	Yes	No	No
<i>Bachelor's Degree Programs (79)</i>	72	24	17
<i>Master's / Specialist Degree Programs (105/2)</i>	99 / 2	14	7
<i>Research/Professional Doctoral Programs (44/4)</i>	44 / 4	0	0
<i>UG Student Enrollment (Fall 2018)</i>	31,389	4,102	1,842
<i>Graduate Student Enrollment (Fall 2018)</i>	10,005	529	143
<i>Doctor of Medicine Enrollment (Fall 2018)</i>	718	0	0
<i>Non-degree Seeking Enrollment</i>	1,754	181	92
<i>Total Fall 2018 Student Enrollment</i>	43,866	4,812	2,077
<i>Student Diversity Profile (African American/American Indian/Asian/Hispanic/Native Hawaiian or other Pacific Islander/Two or More Races)</i>	(10.1% / 0.2% / 7.0% / 20.3% / 0.1% / 3.9%)	(7.5% / 0.2% / 3.7% / 17.6% / 0.2% / 3.9%)	(5.6% / 0.3% / 2.6% / 16.9% / 0.0% / 3.0%)
<i>International Student Enrollment (Fall 2018)</i>	4,730 (11%)	36 (1%)	55 (3%)
<i>Fundable IPEDS FTE (2017/18)</i>	35,824	4,213	1,924
<i>Total Degrees Awarded (2017/18)</i>	12,262	1,132	552
<i>Instructional Faculty</i>	1,850	133	85
<i>Research Expenditures (FY 2017)</i>	\$557,889,000	\$8,661,000	\$1,883,000
<i>Total Operating Budget (2018/19)</i>	\$1,730,132,722	\$77,723,574	\$29,059,037

64

DRAFT

December 19, 2018

<i>CHARACTERISTIC</i>	USF Tampa	USF St. Petersburg	USF Sarasota- Manatee
<i>Facilities & Space: Total Square Feet</i>	10,121,440	1,353,043	173,709
<i>Facilities & Space: Total Acreage</i>	1,562	52	32
<i>Undergraduate Headcount (2017/18)</i>	31,385	4,102	1,842
<i>Graduate Headcount (2017/18)</i>	10,724	531	143
<i>Undergraduate Tuition and Fees per Credit Hour (Florida Resident, 2018/19)</i>	\$211.19	\$193.70	\$185.92
<i>Undergraduate Tuition and Fees per Credit Hour (Non-Florida Resident, 2018/19)</i>	\$575.01	\$557.52	\$549.74
<i>Graduate Tuition and Fees per Credit Hour (Florida Resident, 2018/19)</i>	\$431.43	\$425.68	\$417.90
<i>Graduate Tuition and Fees per Credit Hour (Florida Resident, 2018/19)</i>	\$877.17	\$871.42	\$863.64

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December 19, 2018

Appendix G: Preeminence Metrics

	Preeminence Criteria	Metric Goal
1	1a. Average GPA 1b. Average SAT Score	1a. Average weighted GPA of 4.0 or higher on a 4.0 scale 1b. Average SAT score of 1200 or higher on a 1600-point scale
2	Public University National Ranking	Top-50 ranking on at least two well-known and highly respected national public university rankings
3	Freshman Retention Rate	90 percent or higher for full-time, first-time-in-college students
4	Four-year Graduation Rate	60 percent or higher for full-time, first-time-in-college students
5	National Academy Memberships	Six or more faculty members who are members of a national academy
6	Science & Engineering Research Expenditures	\$200 million or more
7	Non-Medical Science & Engineering Research Expenditures	\$150 million or more
8	Number of Broad Disciplines Ranked in Top 100 for Research Expenditures	A top-100 university national ranking for research expenditures in five or more science, technology, engineering, or mathematics fields of study
9	Utility Patents Awarded	One hundred or more total patents awarded for the most recent 3-year period
10	Doctoral Degrees Awarded Annually	Four hundred or more doctoral degrees awarded annually, including professional doctoral degrees awarded in medical and health care disciplines
11	Number of Post-Doctoral Appointees	Two hundred or more postdoctoral appointees annually
12	Endowment Size	\$500 million or more

DRAFT

December 19, 2018

Appendix H: SACSCOC Requirements

- Authority resides in USF's Board of Trustees and any statutory obligations imposed on the Board of Trustees should be codified in the BOT's Bylaws.
- The name of the new institution will be the University of South Florida and it will have one CEO, who may be called President.
- USF St. Petersburg and USF Sarasota-Manatee can maintain their respective names and their leaders can be called Chancellors.
- The University of South Florida campus in Tampa will be the main campus. USF St. Petersburg and USF Sarasota-Manatee can be designated by SACSCOC as branch campuses or instructional sites.
- None of the campuses can have a separate, unique mission statement. However, USF's BOT may want to create one new mission statement for the consolidated institution that specifies the uniqueness of each campus.
- Authority resides in the University of South Florida's Board of Trustees. Campus Boards can be advisory only.
- If the consolidated institution's governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines that authority and control for the following areas within its governance structure: (a) institution's mission, (b) fiscal stability of the institution, and (c) institutional policy.
- There must be one general education program for the new USF institution.
- The consolidated institution will develop one Quality Enhancement Plan (QEP) for Reaffirmation of Accreditation in 2025.
- There can only be one College of the same field of study (e.g. Business, Education, Engineering).
- Programs must roll up to a single College with a clear administrative structure and reporting lines.
- Curricula for the same degree (e.g. BS in Accounting) must be the same regardless of campus location.
- Cannot have different programs of study for the same major (e.g. BS in Accounting) on each campus.
- The student learning outcomes for the same major and same degree are expected to be the same.
- All students must have equal access to all student services.
- The student conduct and grievances processes must be consistent and the institution must demonstrate that it follows established procedures when resolving student complaints. It must maintain a record of student complaints that can be accessed upon request by SACSCOC.
- Prospective students must hear a clear and consistent message from Recruitment and Admissions.
- The consolidated institution must have one set of tenure and promotion guidelines (including faculty workload and expected research contribution). The only exception that can be made is for faculty in a Medical School. Tenure and promotion criteria can differ by academic discipline, however, faculty from the same discipline must be evaluated using the same criteria.
- The faculty governance structure must be aligned to ensure faculty control of the curriculum.
- All policies and regulations must be reviewed and updated as needed to ensure that they accurately represent the programs, procedures, and services of the consolidated institution.

67

DRAFT

December 19, 2018

SACSCOC Prospectus Requirements

- The consolidation prospectus should clearly describe organizational structure
- The consolidation prospectus should clearly describe lines of communication from campuses to the Board of Trustees and the President
- The consolidation prospectus should clearly describe lines of responsibility and authority
- The consolidation prospectus should clearly describe current status and future plans of Quality Enhancement Plans (QEPs)
- The consolidation prospectus should clearly describe any pending SACSCOC substantive change proposals
- The consolidation prospectus must include, for each separately accredited institution, separate financial audit reports and management letters for the two most recent fiscal years, and the most recent financial aid audit.
- The consolidation prospectus must provide evidence that the consolidation has been incorporated into the institution's ongoing planning and evaluation processes and explain how consolidation has or will affect the institution's strategic planning, including the development of campus master plans.
- The consolidation prospectus must describe how the consolidated institution will assess overall institutional effectiveness and the means used to monitor and ensure the quality of changes, including those resulting from consolidation.
- The consolidation prospectus must summarize procedures for systematic evaluation of instructional results, including the processes for monitoring and evaluating programs and using the results of evaluation to improve instructional programs, services and operations.
- The consolidation prospectus must describe any differences in administrative oversight of programs or services.
- The consolidation prospectus must provide evidence that the number of full time faculty members in each educational program is adequate to ensure curriculum and program quality, integrity, and review and describe the impact of consolidation on faculty and faculty workload.
- The consolidation prospectus must document adequate library and learning resources for each program offered on each campus.
- The consolidation prospectus must provide a description of student support programs, services, and activities in place to support consolidation and in general on each campus.
- The consolidation prospectus must assess the impact that consolidation will have on physical resources, facilities, and equipment and document the adequacy of facilities and equipment to support consolidation (including expansion of academic programs to additional campuses).
- The consolidation prospectus must include a business plan that includes a description of financial resources to support consolidation; a budget for the first year that is preceded by sound planning and is approved by the governing board; projected revenues and expenditures and cash flow; the amount of resources going to institutions or organizations for contractual support services; and a contingency plan in case expected resources do not materialize or costs exceed projections.
- The consolidation prospectus must provide a comprehensive list of all instructional locations and for each degree, diploma, or certificate program that a student might be able to work toward at each location, the percentage of credit hours required for that program that a motivated student might be able to complete at that location.

68

DRAFT

December 19, 2018

- The consolidation prospectus must describe how consolidation affects current foundations and any new foundations that might be established.
- The consolidation prospectus should include a list of peer institutions for the consolidated institution.

DRAFT

DRAFT

December 19, 2018

Appendix I: Board of Trustees Guiding Principles

- Strengthen USF’s stature as a Preeminent Research University with national and global prominence;
- Embrace a model of “One University Geographically Distributed” while preserving campus identity – guided by a transparent and collaborative process;
- Commit to “Students First”, through expanding access and raising educational attainment while continuing USF’s national best practice of student success and diversity;
- Establish a clear, simple and unified leadership structure by aligning accountability with authority and valuing shared governance through engaging students, faculty and staff on all campuses;
- Assure consistency of high impact research across the university through establishing centers and programs of academic excellence on each campus;
- Enhance regional economic development while avoiding unwarranted duplication of academic programs, and
- Maximize performance, service quality and operational efficiencies through optimizing the utilization of faculty talent and technology across the University.

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December 19, 2018

Appendix J: CIC Meeting Schedule

Date	Meeting
June 11, 2018	Full CIC kick-off meeting
June 29, 2018	CIC Co-Chairs meeting
July 13, 2018	CIC Co-Chairs meeting
July 27, 2018	CIC Co-Chairs meeting
August 24, 2018	CIC Co-Chairs meeting
September 7, 2018	CIC Co-Chairs meeting
September 21, 2018	CIC Co-Chairs meeting
October 5, 2018	CIC Co-Chairs meeting
October 19, 2018	CIC Co-Chairs meeting
November 2, 2018	CIC Co-Chairs meeting
November 14, 2018	Full CIC meeting
November 16, 2018	CIC Co-Chairs meeting
November 30, 2018	CIC Co-Chairs meeting
December 14, 2018	CIC Co-Chairs meeting

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DRAFT

December 19, 2018

Appendix K: Process of the CIC Subcommittees

Business and Finance

- The Business and Finance subcommittee members were divided into pairs and assigned to participate in the meetings and discussions of one of the other subcommittees. This enabled their subcommittee to better understand the potential financial implications of the considerations of other subcommittees
- The subcommittee heard several recurring themes around issues of facilities and infrastructure, technology and systems, faculty and staff resources, and student services

External Affairs

The External Affairs members met in person, via conference call and electronic mail collaborations over the course of several months. The subcommittee first divided their members into four subgroups.

1. Marketing and Communications
2. Alumni and Fundraising
3. Corporate Partnerships and Affiliations
4. Government and Community Relations

Each subgroup reported at bi-weekly meetings and the progress and work product of each subgroup was discussed. Members were encouraged to reach out to colleagues on their campuses to obtain feedback on matters relevant to the charge of the subcommittee. All feedback was considered by the workgroup and incorporated into the response.

Faculty Affairs

The Faculty Affairs subcommittee included faculty and administrators from all three campuses, including the College of Health. Subcommittee members represented different disciplines (Journalism, Biology, Psychology, Mental Health, Criminology, Management, Economics, Engineering, Nursing, etc.). Five of the eleven committee members are or were members of the System Faculty Council and thus, are very familiar with the faculty senate structure and constitution and bylaws on the three campuses.

For Tasks A (recommend T&P Guidelines) and C (recommend faculty governance structure), they formed two subgroups to work on the considerations. Each subgroup included representatives from all three campuses. Considerations from these subgroups were sent out to all committee members prior to discussion by the full committee. For Task A, feedback and input on the tenure & promotion considerations were solicited from faculty on the three campuses as well as from the System Faculty Council. For Tasks A and C, in-depth discussion and several rounds of revisions were made before the committee members voted on the preliminary considerations.

In drafting their considerations, the Faculty Affairs subcommittee reviewed numerous documents including: USF Collective Bargaining Agreement, System Faculty Council Constitution and Bylaws, USFT, USFSP, and USFSM Constitution and Bylaws.

DRAFT

December 19, 2018

General Education & Curricular Alignment

- The General Education & Curricular Alignment subcommittee included faculty, staff and administrators from all three campuses and represented various academic disciplines. The General Education & Curricular Alignment members met in person and via conference call over the course of several months.
- The subcommittee divided their members into six working groups to align to their sub-charges. Each working group reported at regular subcommittee meetings on their progress and draft considerations.
- The working group focused on alignment of general education curricula has made significant progress through a collaborative and inclusive process involving general education leadership from all three campuses.

They considered the following context:

Across the USF System, the curriculum plays a vital role in preparing USF students to be engaged citizens in the 21st century global workforce. The curriculum at USF seeks to equip students with the broad skills they need to succeed upon graduation. All three institutions in the USF system (USF Tampa, USF St. Petersburg, USF Sarasota-Manatee) have consistently offered innovative programs.

Aligning the general education curricula:

- Building off of USF Tampa's FKL curriculum, USF St. Petersburg's General Education program draws from state-mandated General Education Core courses, as well as USFSP-specific Core classes. The program currently consists of 36 credit hours (usually 12 courses) of lower-level General Education courses and 9 credit hours in Major Works and Major Issues and Literature and Writing as exit requirements.
- At USF Sarasota-Manatee, students complete 36 credit hours of lower-level general education courses that meet the state mandated curriculum, as well as 9 credits (3 courses) of upper division work in USFSM's "Pillars of Intellectual Engagement" curriculum. This curriculum works to enhance student's skills in the domains most sought after in the 21st century workforce: communication, critical thinking, ethics, leadership, diversity, and community engagement.
- USF Tampa, upon a charge from the provost, recently developed and unveiled a new General Education program, known as "Enhanced Gen Ed." The Enhanced General Education Program provides undergraduate students with an array of knowledge, skills, and experiences to prepare them to be successful citizens in life. The general education program provides students a rigorous academic context to develop intellectual and practical skills, personal and social responsibility, and application of learning through high- impact practices. Further, to help prepare students for the new global and technological realities of the 21st century, the general education program helps enhance students' skills in the following critical skill domains: critical and analytical thinking, problem solving, and communication. The Enhanced General Education curriculum ensures these skills are embedded throughout the major and integrated across the curriculum. Upon completion of the Enhanced GenEd program, students at USF will be identified by their commitment to and engagement with creative thinking, information and data literacy, human and cultural diversity, ethical reasoning and civic engagement, critical and analytical thinking, communication, and problem-solving.

73

DRAFT

December 19, 2018

- The role that General Education plays at USF--both in its current separately accredited state and as a newly consolidation institution--cannot be understated. In addition to meeting the requirements of several external entities (e.g., the State University System, SACSCOC, etc.), General Education is the academic space in which many students find their academic home, develop their academic voice, and sculpt out a plan for their academic and professional future. General Education under the newly consolidated USF will impact nearly every student and every college. As such, there must be great care, caution, and precision when consolidating General Education across the three USF campuses.

One university but distributed geographically with the need to offer curricula across three campuses:

- While there is a common Learning Management System (LMS), each campus has its own structure for managing course creation.
- There are currently few options for distance classrooms that can be used to offer common classes on multiple campuses simultaneously.

Distinct campus identities that may provide a rationale for separate educational missions at different locations.

- The academic units within the three campuses have different and distinct areas of strength within academic programs.
- The USF system campuses each support and enhance the needs within their respective communities.
- To meet the needs of students, the academic unit programs will seek student-centered approaches to streamlined curriculum and academic content
- Doctoral programming is limited primarily to one campus currently but there is a desire to expand offerings beyond the Tampa campus.

The requirement to have one degree program where there may be multiple offerings with differences in curricula.

- There are currently a large number of degree programs overlapping by CIP code and other programs that may be in different CIP codes but that offer similar curricula.
- Programs are housed in different academic units (schools and colleges)
- Program size varies and the level of expertise for faculty delivering key components of the curricula varies

Distinct schools and colleges that overlap in mission but that also have distinct components.

- The campus academic leaders will determine the binary functions of the academic unit distinctiveness and provide the optimal student pathway on the continuum.
- The campus school and college leaders will identify the list of existing full-time faculty and determine programmatic human capital needs and capacity.

Research

- The Research subcommittee members met regularly in person and via conference call over the course of several months. The subcommittee included representation from all three campuses

74

DRAFT

December 19, 2018

- Committee members collected data on research strengths, expenditures, and infrastructure and facilities. Several considerations are designed to inspire collaborative research through innovative technologies and awareness building around existing supports and centers

Student Success

- The Student Success subcommittee divided into seven workgroups and developed over 150 draft considerations. The subcommittee developed a framework to guide their analysis, which categorized the functional areas under the student success umbrella into three sections: a) services to be centralized due to federal or state mandate, b) services to be coordinated to elevate performance, and c) services to be localized or customized where this approach is more likely to produce better student outcomes if services are tailored to meet student needs
- A tangible result of their work to date has been the formation of a unified Student Success Committee with representation from all three campuses designed to begin coordinating their work. The long-term goal of the Student Success Committee is to develop a single student success movement to deliver equitable, high-quality services to all students

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DRAFT

December 19, 2018

Appendix L: CIC Subcommittee Charges**USF CIC Subcommittee on External Affairs**

The University of South Florida consolidation must align the campuses under a single accreditation by July 1, 2020 while maintaining the University's status as a Preeminent institution within the state without adversely affecting any student's progress to the completion of his or her degree. To that end, the CIC Subcommittee on External Affairs will address the steps required to effectively integrate the campuses in regards to branding, marketing, communications, identity, fundraising, community and corporate partnerships, regional needs, and other matters relevant to the University's external affairs. With these outcomes in mind, the CIC Subcommittee on External Affairs will draw upon small teams of its subcommittee members to address the following tasks:

- A. Draft a plan to communicate unity as an institution and progress towards consolidation to external stakeholders (e.g. government, community, alumni, and donors)
- B. Provide an External Affairs perspective for recommendations on unique identities for each campus
- C. Align on the University's approach to engaging alumni and donors while fostering relationships with corporate partners (new and existing)
- D. Develop a unified organizational structure for Marketing and Communications
- E. Develop a unified organizational structure for Legislative Affairs
- F. Reaffirm the unified organizational structure for University Advancement
- G. Align on university branding for Student Affairs and Recruitment

USF CIC Subcommittee on Faculty Affairs

The University of South Florida consolidation must align the campuses under a single accreditation by July 1, 2020 while maintaining the University's status as a Preeminent institution within the state without adversely affecting any student's progress to the completion of his or her degree. To that end, the CIC Subcommittee on Faculty Affairs will address the steps required to effectively integrate the campuses in regards to tenure guidelines, organizational structure, faculty work load, administrative support, and other matters relevant to meeting the University's teaching standards. With these outcomes in mind, the CIC Subcommittee on Faculty Affairs will draw upon small teams of its subcommittee members to address the following tasks:

- A. Make recommendations for tenure and promotion guidelines, including faculty work load and expected research contribution, and recommendations to grow and strengthen the faculty
- B. Determine the optimal organizational structure and reporting lines for academic departments and recommend administrative support consistent with the optimal organizational structure for academic departments
- C. Review and recommend policies for shared governance

USF CIC Subcommittee on Gen Education & Curricular Alignment

The University of South Florida consolidation must align the campuses under a single accreditation by July 1, 2020 while maintaining the University's status as a Preeminent institution within the state without adversely affecting any student's progress to the completion of his or her degree. To that end, the CIC Subcommittee on Gen Education & Curricular Alignment will address the steps required to effectively integrate the campuses in regards to general education accreditation standards, duplicative courses and

76

DRAFT

December 19, 2018

programs, campus-specific strengths, and other matters relevant to meeting the University's educational and curricular goals. With these outcomes in mind, the CIC Subcommittee on Gen Education & Curricular Alignment will draw upon small teams of its subcommittee members to address the following tasks:

- A. Develop a plan to ensure Gen Education requirements meet the accreditation standards and reflect the distinctive identities of each campus
- B. Develop an overarching delivery model for clusters of talent and homes for programs
- C. Explore whether and how separate educational missions would be beneficial to the future of each campus
- D. Make recommendations for synthesizing and integrating courses and programs, informed by robust data and labor market trends
- E. Align academic offerings and identify opportunities to leverage unique strengths of campuses
- F. Make recommendations for rationalizing overlapping schools and shaping unique identities for each school (e.g. the Muma College of Business and the Kate Tiedemann College of Business)

USF CIC Subcommittee on Research

The University of South Florida consolidation must align the campuses under a single accreditation by July 1, 2020 while maintaining the University's status as a Preeminent institution within the state without adversely affecting any student's progress to the completion of his or her degree. To that end, the CIC Subcommittee on Research will address the steps required to effectively integrate the campuses in regards to research infrastructure, space, campus-based centers of excellence, organizational structure, tenure and promotion policies, and other matters relevant to realizing the University's research aspirations. With these outcomes in mind, the CIC Subcommittee on Research will draw upon small teams of its subcommittee members to address the following tasks:

- A. Develop a unified organizational structure that identifies Home and Host campuses for particular research initiatives and associated academic programs
- B. Make recommendations for research-aligned Centers of Excellence and how they relate to departments and colleges
- C. Align Graduate Programs that support research PhD, MS, and Postdoctoral students with the research architecture and propose potential new ones
- D. Define an implementation roadmap for Tenure and Promotion/Workload models that support the research mission
- E. Review and recommend policies for equitable resource allocation for research infrastructure and space
- F. Develop consistently applied internal and external funding allocations, as well as indirect (F&A) recovery and distribution to support research

USF CIC Subcommittee on Student Success

The University of South Florida consolidation must align the campuses under a single accreditation by July 1, 2020 while maintaining the University's status as a Preeminent institution within the state without adversely affecting any student's progress to the completion of his or her degree. To that end, the CIC Subcommittee on Student Success will address the steps required to effectively integrate the campuses into a single student success movement, in compliance with federal and state regulation, delivering

77

DRAFT

December 19, 2018

equitable programs, practices, policies, and technologies that will promote student retention, graduation, and success, with minimal levels of debt and higher levels of student satisfaction. With these outcomes in mind, the CIC Subcommittee on Student Success will draw upon small teams of its subcommittee members to address the following tasks:

- A. Align academic support services, including student advising and tutoring resources
- B. Coordinate efforts to enhance the undergraduate student experience through career development initiatives, internships, service learning, and other high-impact practices across the three campuses
- C. Develop a plan to enhance institutional capacity to project student course demand, schedule courses to maximize student access to courses, including on-line classes
- D. Deepen and improve upon the system-wide commitment to student success through case management, utilizing predictive analytics and Archivum Insights
- E. Establish enrollment planning and management as a fundamental prerequisite for effective student success initiatives
- F. Recommend means by which USF will continue to offer access to success to a diverse student population, through bridge programs and articulation programs like FUSE
- G. Integrate the health and wellness initiatives across the three campuses and ensure compliance with state-mandated strategic objectives
- H. Promote student engagement across the campuses by developing plans to coordinate or integrate student activities ranging from orientation to homecoming
- I. Unite three separate student government organizations into a single structure

DRAFT

December 19, 2018

[Appendix M: Draft Tenure and Promotion Guidelines Document](#)**Proposed Recommendation for Tenure & Promotion upon USF Consolidation**

The *Florida Excellence in Higher Education Act of 2018* has mandated that the University of South Florida (USF) System, currently comprised of separately accredited institutions in Tampa, Sarasota-Manatee, and St. Petersburg, be consolidated into a singularly accredited university that meets all conditions commensurate with the Preeminent status accorded USF Tampa by the State University System of Florida Board of Governors in June 2018. As per this legislation, the consolidation must be completed as of July 1, 2020.

This proposed recommendation assumes that the tenure criteria to be utilized upon consolidation will be appropriate to individuals employed at an institution classified in the Carnegie Classification of Institutions of Higher Learning as *R1: Doctoral Universities – Highest Research Activity*, and, as per the aforementioned legislation, holds Preeminent status in the State University System. As per the prevailing legislation, the consolidated institution sustaining, indeed enhancing, this status is a non-negotiable requirement, and the recommendation that follows is in keeping with USF Board of Trustees *Guiding Principles for USF Consolidation* which lists “Strengthen USF’s stature as a Preeminent Research University with national and global prominence” as its first principle. Thus, any ensuing tenure standards in the consolidated university must reflect that principle. For ease of understanding, the references that follow will cite these standards as “USF criteria,” implying a single set of guidelines and criteria applicable to all USF faculty seeking tenure and/or promotion. For purposes of this recommendation, it is assumed that a tenure process will be specified in the Board of Trustees’ consolidation plan to be issued in Spring 2019, and in order to conform to Article 15.4 of the *University of South Florida – United Faculty of Florida Collective Bargaining Agreement (CBA)*, will be applicable in Spring 2020.

Given that faculty hired at USF - Sarasota-Manatee and USF - St. Petersburg have not been employed at institutions classified as *R1: Doctoral Universities – Highest Research Activity*, it is recommended that most tenure-track faculty there (with some exceptions as noted below) be given an extension of their tenure clocks, if they desire, before being considered for tenure beginning in Fall 2020. That, and other provisions, are taken into account in the following recommendations.

1. In Spring 2019, an *ad hoc* committee of faculty and administrative representatives from all three campuses should be formed to revise and consolidate existing campus tenure guidelines documents into a single university guidelines document that is in accordance with the newly consolidated institution. The committee’s work should be completed before the end of the Spring 2019 semester.
2. In the case of tenure-earning faculty presently at USF - Sarasota-Manatee and USF - St. Petersburg whose tenure-earning appointment began in the 2013-14 or 2014-15 academic year, the tenure and/or promotion criteria of their current home institution shall be applied if the case is to be completed before June 30, 2020, unless exceptions to the tenure clock period have been approved.
3. USF Sarasota-Manatee and USF St. Petersburg faculty whose tenure earning positions began in the 2015-16 academic year will be the first faculty cohort to be considered for tenure at the newly consolidated University of South Florida in Fall 2020. Because they will have three years of service prior to a change in standards (assuming a Spring 2019 implementation of tenure guidelines), as per Article 15.4 of the CBA, these faculty may elect to be considered under USF criteria or the tenure standards in existence at the regional institution of their employment prior to consolidation. It is recognized that this will result in one academic year where faculty in the same units may be considered under different tenure standards. While this has some potential negative consequences, this condition is necessary in order to comply with the cited provision of the CBA.

79

DRAFT

December 19, 2018

4. In the case of tenure-earning faculty at the USF - Sarasota-Manatee and USF - St. Petersburg whose tenure earning employment began with the 2018-19 academic year, USF criteria will be applied.
5. In the case of USF - Sarasota-Manatee and USF - St. Petersburg faculty whose tenure earning appointment began in the 2016-2017 or 2017-2018 academic years, USF criteria will be applied, but both will be given the opportunity to delay their mid-tenure reviews by **one year** and tenure applications by **two years** and **one year** respectively. It is understood that these extensions will require approval of the United Faculty of Florida. Absent that approval, the extensions will not be granted.
6. In all of the cases covered by item 5, tenure earning faculty will automatically have their tenure clocks extended. However, none of these faculty are required to extend their mid-tenure or tenure clocks, and may be considered for tenure during their regularly scheduled period if they so choose by giving notice one month prior to the submission date required by the unit that will be their tenure home.
7. USF - Sarasota-Manatee and USF - St. Petersburg faculty who were hired with years of credit toward tenure may extend their mid-tenure review and/or tenure clocks by utilizing the provisions specified in Article 15.6.c of the CBA or through the provisions shown above. Both provisions **may not** be utilized.
8. Because there are no time-specified deadlines for faculty being considered for promotion to Full Professor, the provisions above apply only to faculty being considered for tenure. USF criteria will apply to all faculty being considered for promotion to Full Professor after July 1, 2020.
9. As per the CBA (Article 9.3.D), “each employee shall be given assignments which provide equitable opportunities, in relation to other employees in the same department/unit, to meet the required criteria for promotion, tenure, successive fixed multi-year appointments, and merit salary increases.” If equitable resources for scholarship are not available to the employee because of inherent limitations of the principal place of employment, then resource availability is to be considered when conducting annual performance reviews and evaluating tenure and promotion applications.
10. Faculty with the rank of Instructor will also be evaluated by a single set of career promotion guidelines upon consolidation as of July 1, 2020, as will other non-tenure track positions with career promotion pathways.
11. Tenure-track faculty currently employed at all three campuses who elect not to pursue the research expectations of a *RI: Doctoral Universities – Highest Research Activity* have the option to request conversion of their lines to those of non-tenure track Instructors prior to their tenure decision. This request is subject to approval of their department/unit and other appropriate upper administrative units. Appointment to Instructor will not be made following a tenure denial.
12. Related to item 11, it is recommended that the University establish a renaming of non-tenure track positions that are dedicated to teaching (i.e., the current Instructor rank), and that those titles more clearly denote promotions within that rank.

DRAFT

December 19, 2018

Appendix N: Executive Summary of USF System Research Strategic Plan 2017-2021

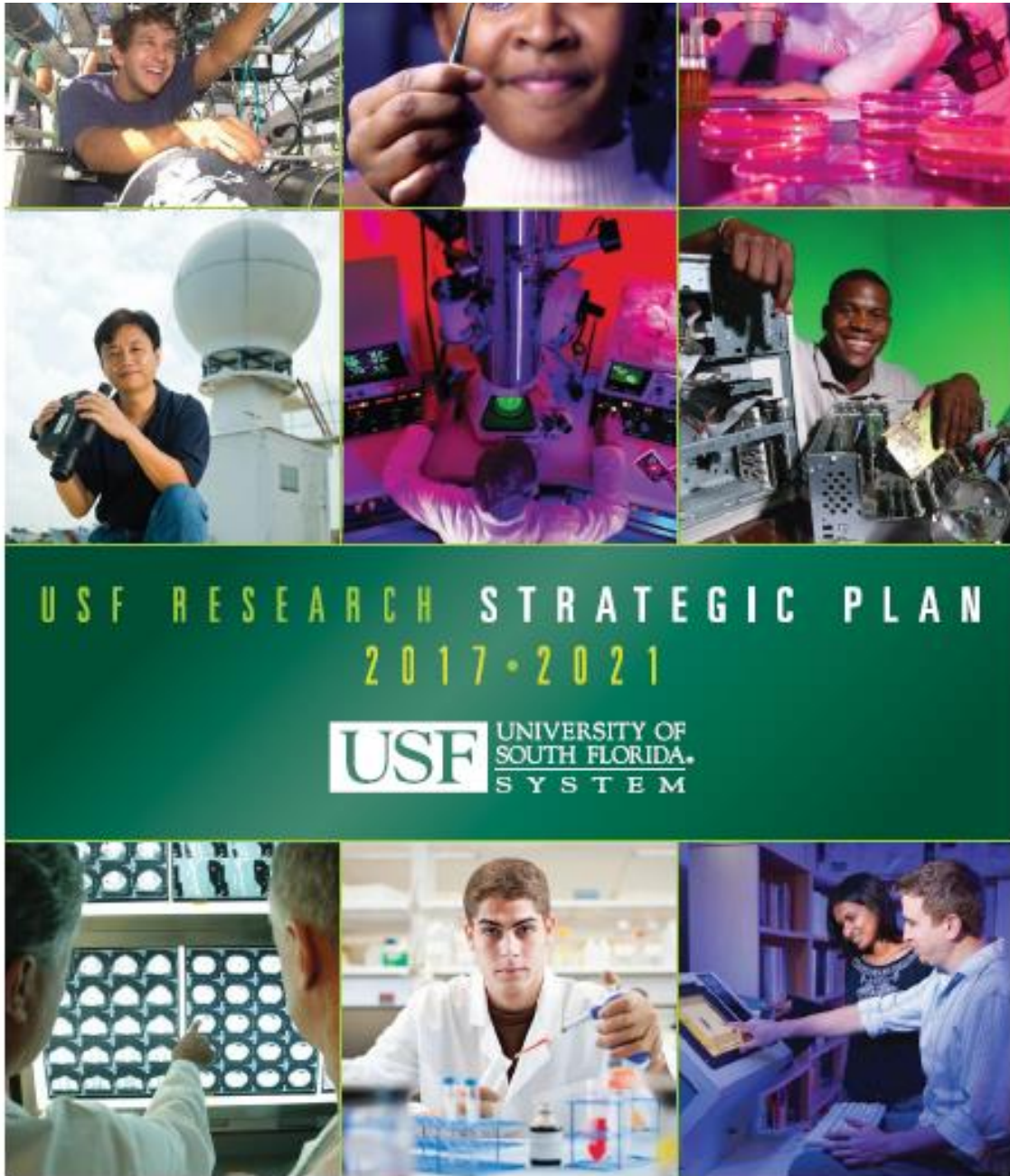


TABLE OF CONTENTS

A New Mission & Vision for USF System Research	3
Executive Summary.....	4
National Rankings	4
Five Year Strategic Plan.....	5
Six Focus Areas	6
Transdisciplinary Research.....	7
Strengths, Opportunities, Aspirations & Results/Metrics.....	8
Goals	9
1 Rankings: Increase USF rankings among public research universities	10
2 Visibility: Increase national and international reputation for research and innovation activities.....	12
3 Collaboration: Foster a transdisciplinary research culture and productivity, building on strengths, with special emphasis in the Six Focus Areas.....	14
4 Impact: Increase the application and economic and social impact of USF research.....	16
Accomplishing the Plan	18
APPENDIX	
Six Focus Areas	21
1 Brain and Spinal Cord	22
2 Data Science	23
3 Heart.....	24
4 Human Security.....	25
5 Research Translation	26
6 Water.....	27
Selected Accomplishments: USF Research-Related Performance Metrics	28
Benchmarking Comparisons to Association of American Universities (AAU) Public Institutions	31
Preeminence Research University Criteria (Florida Board of Governors)	38
Strengths and Opportunities Analysis	39
Research Strategic Planning Committee	44

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DRAFT

December 19, 2018



A New Vision for USF System Research

COLLABORATION	IMPACT	VISIBILITY
<i>Maximize transdisciplinary collaboration around emerging areas of global significance</i>	<i>Maximize translation of research into products and processes that impact communities</i>	<i>Perform at the level of a top-tier research and innovation university and be recognized as such</i>

DRAFT

December 19, 2018

Executive Summary

USF's research journey has been spectacular. USF researchers have conducted groundbreaking fundamental research, translated that research into practice that has made an impact on the world, and trained leaders who are making similar breakthroughs and impact elsewhere.

National Rankings

Now ranked 25th in the nation among public universities for research expenditures by the National Science Foundation, and one of only 40 public research universities nationwide designated as both "very high research activity" and "community engaged" by the Carnegie Foundation for the Advancement of Teaching, USF is classified in the top tier of research universities—a distinction attained by just 2.3% of all universities.

Students work alongside internationally renowned faculty and researchers. USF's faculty hold hundreds of national and international fellowships, honors and awards recognized by the Association of American Universities (AAU), Top American Research Universities (TARU), National Research Council (NRC) and other prestigious national and international awards in different disciplines. USF ranked 4th worldwide for organizations with the most Fellows elected this year by the American Association for the Advancement of Science (AAAS), an AAU recognized award.

USF is dedicated to utilizing its powerful research output to benefit society and create economic prosperity, turning discoveries into patents, products and companies. A global patent leader, USF ranked 10th nationally and 13th internationally among universities for U.S. patents granted in 2014 (NAI/IPO), ranking among the top 15 universities worldwide for five years.

A major driver of economic development in the Tampa Bay region, USF was named an *Innovation & Economic Prosperity University* by the Association of Public and Land-grant Universities in 2015, one of only 48 in the nation. With a record \$440.6M in research funding in 2015, USF's research alone supported an estimated 5,900 jobs and generated \$973.7M in local economic growth, according to economic impact estimates by the National Institutes of Health.



USF RESEARCH STRATEGIC PLAN | 2017-2021

- 4 -

84

CIC Consolidation Plans for a Singly Accredited University of South Florida

DRAFT

December 19, 2018

Five Year Strategic Plan

This five year plan is the result of a charge from the USF System President and Senior Vice President for Research, Innovation & Economic Development to develop an aspirational vision for research and innovation across the USF System that is aligned with the overall USF System goals and accompanied by well-defined areas of distinction. It is meant to be a road map and to guide future investments by leadership across the USF System—chairs, deans, senior vice presidents, chancellors, other senior leadership and the president. Perhaps the most important investment will be hiring and retaining outstanding faculty and enabling them to perform at the next level in obtaining grants, conducting cutting-edge research, teaching and mentoring students and earning prestigious awards and recognition.

The plan is the result of a year-long, iterative, inclusive process involving input from more than 550 stakeholders from across the USF System and Tampa Bay community, which included USF leadership, faculty, staff and external community leaders and constituents.

The Research Strategic Planning Committee was composed of 51 members representing high-impact research areas throughout the USF System.

A detailed report on the strategic planning process is available on the USF Research & Innovation website.

The institutions, colleges and units comprising the USF System have individual strategic plans. This USF System Research Strategic Plan—with its wide-ranging examination of research activities and opportunities spanning the entire university system—is not a summary of other plans.

Instead, it presents a broad vision reflecting **key areas** where USF is already making a difference and where USF can have a greater, more far-reaching impact, enhance our national and international reputation and rankings, educate and empower our students and help create a happy and prosperous future for humanity.



USF RESEARCH STRATEGIC PLAN | 2017 - 2021

• 5 •

85

CIC Consolidation Plans for a Singly Accredited University of South Florida

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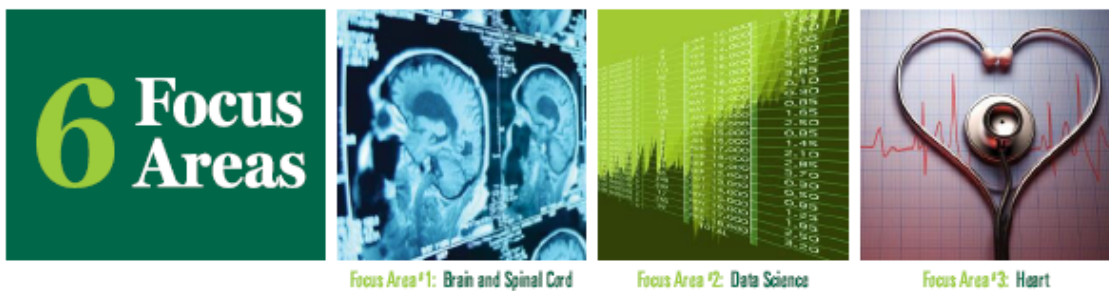
December 19, 2018

Six Focus Areas

As a robust system, USF has numerous areas of research excellence (see Strengths and Opportunities Analysis for a more comprehensive list of key research strengths, Appendix, p.39). With disciplined and focused investments, USF can continue on a sustained upward trajectory in the following **Six Focus Areas** (see details on the Six Focus Areas in the Appendix, pp.21-27).

- 1 **Brain and Spinal Cord**, including neuroscience, neuromorphic computing, cognitive sciences, aging, hearing loss, Alzheimer's, Parkinson's and other neurodegenerative diseases, prostheses, and spinal cord and traumatic brain injury prevention and mitigation.
- 2 **Data Science**, including data analytics, financial data analysis, pattern recognition in big data, digital visualization, electronic health records, health informatics and digital humanities.
- 3 **Heart**, spanning basic, translational and clinical research, and cardiovascular disease-related care, with emphasis on biological systems research that would be applicable across areas that contribute to cardiovascular disease.
- 4 **Human Security**, spanning cybersecurity, global security, military research, food security, spread and control of infectious diseases, promoting civil societies and social networks.
- 5 **Research Translation** of intellectual property into products, industry collaborations, software services, startups, processes, and policies that improve the human condition, including supporting economic development and job creation.
- 6 **Water**, spanning marine science, purification, supply and management, ocean ecology, coastal ecosystems, fisheries, natural hazards and sustainability.

The Six Focus Areas are aligned with national priorities and initiatives and are broadly defined. Opportunities exist for participation of most, if not all, colleges, departments, centers and institutes in these areas. Participation of multiple and disparate disciplines will enable USF to be distinctive and impactful.



USF RESEARCH STRATEGIC PLAN | 2017 - 2021

- 6 -

Transdisciplinary Research

In this century, scholars are moving into a world of “transdisciplinary” research.

“Transdisciplinary” describes research that transcends a more traditional **single discipline** focus and moves beyond an **interdisciplinary** focus, where disciplines work together on a project, each using its own knowledge, tools and skills.

Transdisciplinary research creates something completely new, unexpected and “out of the box,” and happens when researchers reach **across, beyond** and **through** other disciplines that may seem unconnected or are not obvious collaborators.

This new approach will allow our best minds to work together and create the new and innovative knowledge, tools and skills needed to solve society’s increasingly complex problems.



A Transdisciplinary Researcher:

Merry Lynn Morris, assistant director and faculty, Dance Program, USF College of The Arts.

Determined to find a way to help her father, whose head-on collision left him wheelchair-bound for more than two decades, Morris brought her dancer’s perspective to the project of creating an omni-directional wheelchair that gives users the freedom to move independently and hands-free, even to dance in the chair.

Morris approached the College of Engineering for help in creating a prototype, which continues to be refined with industry partners Quantum Mobility and National Seating and Mobility.



Focus Area #4: Human Security



Focus Area #5: Research Translation



Focus Area #6: Water

DRAFT

December 19, 2018

Appendix O: List of Research Centers and Institutes at USF (all campuses)

Key Code	I&C Name	Director	Location	Seven Year Review
40.1250	Institute for Public Policy & Leadership	Casey Welch	USF-SM	2018
40.1430	Center for Partnerships for Arts-Integrated Teaching (PAInT)	Terry Osborn	USF-SM	2019
40.1610	M3 Center for Hospitality Technology and Innovation	Cihan Cobanoglu	USF-SM	2021
40.1640	Institute for Data Analytics and Visualization	Johannes (Han) Reichgelt	USF-SP	2023
40.0040	STEM Education Center	Manoug Manougian	A&S	2018
40.0160	Institute on Black Life	Cheryl Rodriguez	A&S	2018
40.0350	Center for Africa and the Diaspora	Cheryl Rodriguez	A&S	2018
40.0480	Center for Social and Political Thought	Stephen Turner	A&S	2018
40.0710	Institute for Systematic Botany	Richard P Wunderlin	A&S	2018
40.0810	Center for Brownfield Rehabilitation Assistance	E. Christian Wells	A&S	2018
40.0870	Water Institute	Shawn Landry	A&S	2018
40.0900	Interdisciplinary Center for Hellenic Studies	Joanne Waugh	A&S	2018
40.1180	USF Humanities Institute	Liz Kicak M.F.A	A&S	2018
40.1270	Institute for the Study of Latin America and the Caribbean	Rachel May	A&S	2018
40.1350	Ancient Studies Center, Department of History	William Murray	A&S	2018
40.1360	USF-SMMARTT (Smart Metal Organic Materials Advanced Research and Technology Transfer)	Shenqian Ma	A&S	2018
40.1410	Center for Industrial and Interdisciplinary Mathematics	Arcadii Grinshpan	A&S	2018
40.1590	Florida Institute for Forensic Anthropology & Applied Sciences	Erin Kimmerle	A&S	2018
40.1600	The Center for the Improvement of Teaching & Research in Undergraduate STEM Education (CITRUS)	Jennifer Lewis	A&S	2018
40.1620	CAS Center for Complex Data Systems	Leslaw Skrzypek	A&S	2018
40.1650	Center for Infectious Disease Ecology Research (CIDER)	Jason Rohr	A&S	2018
40.9200	The John Scott Dailey Florida Institute of Government	Angela Crist	A&S	2018
40.0090	Florida Center for Community Design and Research	Robert MacLeod	ARTS	2020
40.0130	Institute for Research in Art	Margaret A Miller	ARTS	2020
40.1400	Center for Music Education Research (CMER)	Victor Fung	ARTS	2020
40.1040	Center for Autism and Related Disabilities	Karen A Berkman	BCS	2021
40.1060	USF Center for HIV Education and Research	Judy Kimberly	BCS	2021
40.1500	Institute for Translational Research in Adolescent Behavioral Health	Bruce Levin	BCS	2021
40.9090	Florida Policy Exchange Center on Aging	Kathryn Hyer	BCS	2021
40.0120	Institute for Information Systems Management	Balaji Padmanabhan	BUS	2022
40.0800	Center for Entrepreneurship	Michael W. Fountain	BUS	2022
40.1530	Center for Supply Chain Management & Sustainability	James R. Stock	BUS	2022
40.1570	Center for Analytics and Creativity	Balaji Padmanabhan	BUS	2022
40.1690	Center for Marketing and Sales Innovation	John Hammond	BUS	2023
40.9114	Small Business Development Center - Affiliate	Eileen Rodriguez	BUS	2022
40.1540	Florida Center for Cybersecurity	Sri Sridharan	CYBER	2019
40.0080	David C. Anchin Center for the Advancement of Teaching	David Allsopp	EDU	2021
40.0100	Gus A. Stavros Center for Free Enterprise and Economic Education	Dominic J. Puglisi	EDU	2021
40.0240	Educational Research Center for Child Development	Victoria Damjanovic	EDU	2021
40.0600	Center for the Study of Migrant Education	Ann Cranston-Gingras	EDU	2021
40.0700	Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy	George Batsche	EDU	2021

88

DRAFT

December 19, 2018

Key Code	I&C Name	Director	Location	Seven Year Review
40.1200	Center for Research, Evaluation, Assessment and Measurement	George MacDonald	EDU	2021
40.0050	Nanotechnology Research and Education Center	Robert Tufts	ENG	2019
40.0220	Center for Urban Transportation Research	Robert Bertini	ENG	2019
40.0400	Center for Communications and Signal Processing	Vijay Jain	ENG	2019
40.0500	Center for Modeling Hydrologic and Aquatic Systems	Mark Ross	ENG	2019
40.0620	Clean Energy Research Center	Elias Stefanakos	ENG	2019
40.0930	Center for Molecular Delivery	Richard Gilbert	ENG	2019
40.1000	National Center for Transit Research (NCTR)	Joel Volinski	ENG	2019
40.1120	USF Center for Wireless and Microwave Technology	Tom Weller	ENG	2019
40.1140	National Bus Rapid Transit Institute (NBRTI)	Dennis Hinebaugh	ENG	2019
40.1310	Center for Assistive, Rehabilitation and Robotics Technologies	Rajiv Dubey	ENG	2019
40.1440	Global Center for Hearing and Speech Research	Robert Frisina	ENG	2019
40.1680	USF Center for Advanced Biomedical Imaging	Huabei Jiang	ENG & Health	2023
40.0633	Diabetes Center (HSC)	Jeffrey P. Krischer	HEALTH	2023
40.0883	The Archie A. and Mary-Louise Silver Child Development Center	Jun Tan	HEALTH	2023
40.0980	Center for Aging and Brain Repair	Paul R. Sanberg	HEALTH	2023
40.1050	Center for Hospice, Palliative Care and End of Life Studies At the University of South Florida	Howard Tuch	HEALTH	2023
40.1093	Joy McCann Culverhouse Center for Esophageal and Swallowing Disorders	Joel E Richter	HEALTH	2023
40.1210	USF-India Center for Health & HIV/AIDS Research & Training (CHART-India)	Eknath Naik	HEALTH	2023
40.1220	Florida Infectious Disease Institute	John T Sinnott	HEALTH	2023
40.1320	USF Parkinson's Disease and Movement Disorders Center, NPF Center of Excellence	Robert A. Hauser	HEALTH	2023
40.1390	Center for Research and Education in Nanobioengineering	Shyam S Mohapatra	HEALTH	2023
40.1420	Center for Neuromusculokeletal Research	John Mayer	HEALTH	2023
40.1460	Center for Personalized Medicine and Genomics	Stephen B Liggett	HEALTH	2023
40.1550	University of South Florida Health Informatics Institute	Jeffrey Krischer	HEALTH	2023
40.1560	USF Health Heart Institute	Samuel Wickline	HEALTH	2023
40.0783	Florida Health Information Center (FHIC) (HSC)	Jay Wolfson	PH	2022
40.0820	James and Jennifer Harrell Center for the Study of Family Violence	Martha Coulter	PH	2022
40.0830	Center for Environmental/Occupational Risk Analysis & Management	Raymond D Harbison	PH	2022
40.0923	The Center for Leadership in Public Health Practice	Adewale Troutman	PH	2022
40.1490	Florida Prevention Research Center	Carol Bryant	PH	2022
40.1510	Center for Transdisciplinary Research on College Health	Ellen Daley	PH	2022
40.1520	The Occupational Safety & Health Administration Training Institute Education Center (OTI-EC)	Yehia Hammad	PH	2022
40.1601	Sunshine Education and Research Center	Tom Bernard	PH	2022
40.1630	Global Health & Infectious Diseases Research	Wil Milhous	PH	2022
40.1660	The World Health Organization Collaborating Center on Social Marketing and Social Change	Clauda Parvanta/Mahmooda Khaliq Pasha	PH	2022
40.9163	Lawton and Rhea Chiles Center for Healthy Mothers and Babies (Health Science Center)	William M Sappenfield	PH	2022
40.1580	Institute for Advanced Discovery & Innovation	Paul R Sanberg	R&I	2021
40.1240	The Jim Walter Partnership Center	Manuel Rivero	Student Success	2018
40.1670	USF Health Neuroscience Institute	Harry Van Loveren/Braden Mantei	USF Health	2023
40.0540	Center for Strategic and Diplomatic Studies	Mohsen Milani	WORLD	2019
40.8034	Florida-France Linkage Institute	Christine Probes	WORLD	2019

89

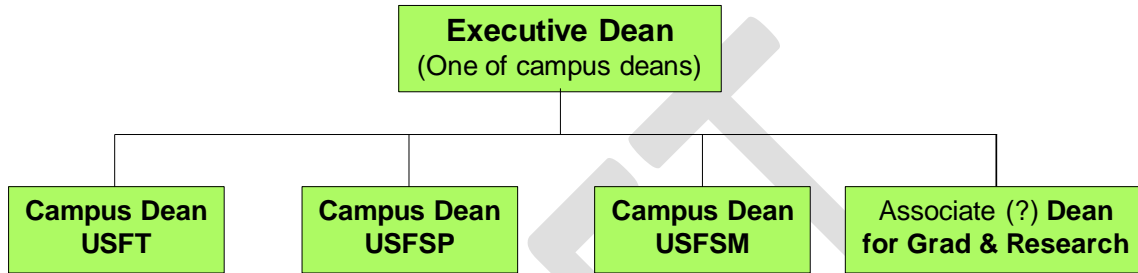
CIC Consolidation Plans for a Singly Accredited University of South Florida

DRAFT

December 19, 2018

Appendix P: Administrative and Academic Structure Proposed by Business Deans for Consideration

MCOB – Post consolidation structure Leadership Structure



MCOB – Post consolidation structure Key programs – home locations

Tampa

- Lynn Pippenger School of Accountancy
 - ⇒ Accounting
- School of Management & Business Analytics
 - ⇒ BAIS
 - ⇒ Management
 - ⇒ Management Science
- School of Marketing & Innovation
 - ⇒ Marketing Management
 - ⇒ Supply Chain Management
 - ⇒ Entrepreneurial studies
 - ⇒ Vinik Sports & Entertainment

St. Petersburg

- Kate Tiedemann School of Business
 - ⇒ Finance
 - ⇒ Real Estate
 - ⇒ Business Economics
 - ⇒ Financial Planning & Services

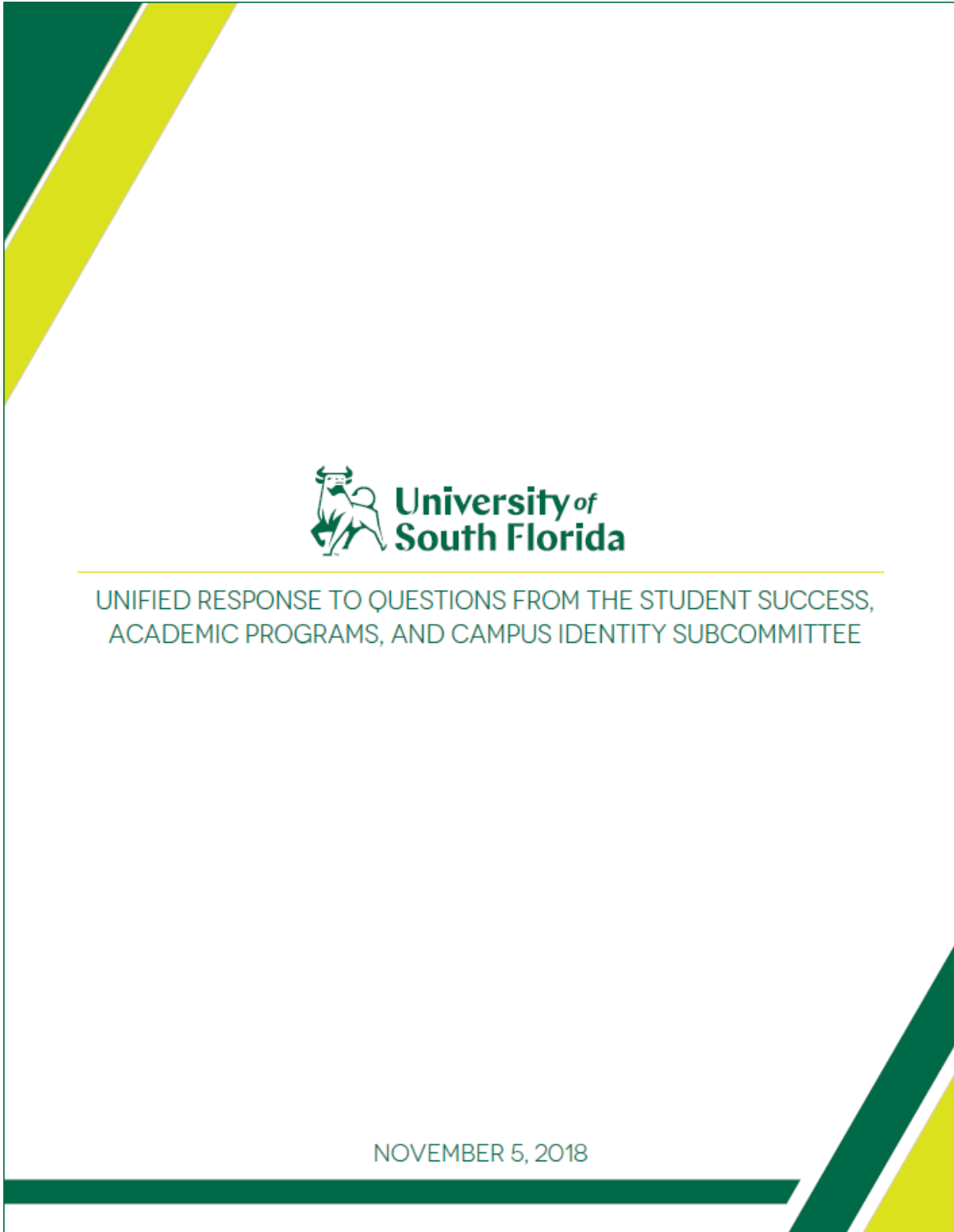
Sarasota-Manatee

- School of Risk Management, Insurance, & Security
 - ⇒ Risk Management & Insurance
 - ⇒ Information Assurance & Security Risk Management (currently called Cybersecurity)
- School of Hospitality & Tourism Leadership
 - ⇒ Hospitality Management

DRAFT

December 19, 2018

Appendix Q: Unified Response to Questions from the Student Success, Academic Programs, and Campus Identity Subcommittee of the Task Force



DRAFT

December 19, 2018



**STUDENT SUCCESS/ACADEMIC PROGRAMS/CAMPUS
IDENTITY SUBCOMMITTEE**

Membership:

Michael "Mike" Griffin, Chair; Frederick "Rick" Piccolo; and, Dr. Tonjua Williams.
Staff Liaison: Paige Beles-Geers

Committee Focus Areas:

- a. Identification of specific degrees in programs of strategic significance, including health care, science, technology, engineering, mathematics, and other program priorities to be offered at the University of South Florida St. Petersburg and the University of South Florida Sarasota/Manatee and the timeline for the development and delivery of programs on each campus;
- b. Maintaining the unique identity of each campus and an assessment of whether a separate educational mission is beneficial to the future of each campus;
- c. Developing the research capacity at each campus; and
- d. Other subject matters pertaining to campus strengths as determined by the Chair of the Task Force that would support the work of the Task Force.

Recommendations due to Task Force November 29, 2018

Responses to members' questions are provided by:

Ralph C. Wilcox, PhD
Provost & Executive Vice President
University of South Florida

Martin Tadlock, PhD
Regional Chancellor
USF St. Petersburg

Karen A. Holbrook, PhD
Regional Chancellor
USF Sarasota-Manatee

With support from the USF System Office of Decision Support and the Office of the Provost.

DRAFT

December 19, 2018

Unified Response to Questions from the Student Success, Academic Programs, and Campus Identity Subcommittee
November 5, 2018

QUESTIONS:

1. *Do you have any recommended proposed changes to your ~~college-and~~ course offerings that address item a. for your campus that can be accomplished under your existing budget? If yes, how does this address the unique needs of the community as put forth in the public testimony? What would be the timeline to deliver these programs under your proposal?*

Please refer to Attachment (1) for details on course offerings and identification of areas of strategic emphasis for newly proposed programs to address the unique community needs. It is important to point out that most, if not all, expanded degree offerings (outside the USF System 5-year New Degree Master Plan) will require additional investments in preeminent-level faculty [annual new faculty count by campus], space and equipment in advance of USF Consolidation in the 2020-21 academic year. Such investments will be essential to academic quality assurance at the level of a Preeminent State Research University, supporting Student Success (student retention and timely degree completion), and enhancing research productivity. A summary of expanded degree offerings by year, by campus, and by level follows:

Year 0 (2019-20):

USF Tampa (6)

- Bioengineering and Biomedical Engineering, Baccalaureate [5-year New Degree Master Plan - New to USF]
- Informatics, Doctorate [5-year New Degree Master Plan – New to USF]
- Cybersecurity & Information Assurance, Baccalaureate [5-year New Degree Master Plan – New to USF]
- Logistics & Supply Chain Management, Baccalaureate [5-year New Degree Master Plan – New to USF]
- Logistics & Supply Chain Management, Masters [5-year New Degree Master Plan – New to USF]
- Financial Planning & Services, Baccalaureate [5-year New Degree Master Plan – New to USF]

USF St. Petersburg (2)

- Sustainability Studies, Baccalaureate [5-year New Degree Master Plan – New to USF]
- Environmental Chemistry, Baccalaureate [5-year New Degree Master Plan – New to USF]

USF Sarasota-Manatee (1)

- Cybersecurity & Information Assurance, Baccalaureate (2+2)



2

93

DRAFT

December 19, 2018

Unified Response to Questions from the Student Success, Academic Programs, and Campus Identity Subcommittee
November 5, 2018

Year 1 (2020-21):USF Tampa Campus (4)

- Design, Baccalaureate [5-year New Degree Master Plan – New to USF]
- Marriage & Family Therapy/Counseling, Masters [5-year New Degree Master Plan – New to USF]
- Occupational Therapy, Doctorate [5-year New Degree Master Plan – New to USF]
- Management Science, Masters [5-year New Degree Master Plan – New to USF]

USF St. Petersburg Campus (17) [33 new faculty]

- Computer & Information Sciences, Baccalaureate [2]
- Curriculum & Instruction, Doctorate [1]
- Elementary Education & Teaching, Baccalaureate [2]
- Secondary Education & Teaching, Masters [5-year New Degree Master Plan – New to USF]
- Civil Engineering, Baccalaureate [3]
- Electrical Engineering, Baccalaureate [3]
- Mechanical Engineering, Baccalaureate [3]
- General Studies, Baccalaureate
- Biomedical Sciences, Baccalaureate [3]
- Oceanography, Masters (currently delivered by the USF Tampa College of Marine Science)
- Oceanography, Doctorate (currently delivered by the USF Tampa College of Marine Science) [2]
- Fine/Studio Arts, Baccalaureate [2]
- Public Health, Baccalaureate [3]
- Nursing, Baccalaureate [3]
- Hospitality Management, Baccalaureate [3]
- Management Science, Baccalaureate [5-year New Degree Master Plan – New to USF] [1]
- Risk Management & Insurance, Baccalaureate [2]

USF Sarasota-Manatee Campus (18) [31 new faculty]

- Natural Resources Management & Policy, Baccalaureate [5-year New Degree Master Plan – New to USF]
- Computer & Information Sciences, Baccalaureate [2]
- Information Science, Masters [1]
- Curriculum & Instruction, Doctorate [2]
- Chemical Engineering, Baccalaureate [2]
- Civil Engineering, Baccalaureate [2]
- Electrical Engineering, Baccalaureate [2]



3

94

DRAFT

December 19, 2018

Unified Response to Questions from the Student Success, Academic Programs, and Campus Identity Subcommittee
November 5, 2018

- Mechanical Engineering, Baccalaureate [2]
- Industrial Engineering, Baccalaureate [2]
- Biology, Masters [1]
- Biomedical Sciences, Baccalaureate [2]
- International/Global Studies, Baccalaureate [5-year New Degree Master Plan – New to USF]
- Chemistry, Baccalaureate [2]
- Healthcare Administration, Masters [2]
- Public Health, Baccalaureate [3]
- Nursing, Baccalaureate [3]
- Entrepreneurship, Baccalaureate [2]
- Management Science, Baccalaureate [5-year New Degree Master Plan – New to USF] [1]

Year 2 (2021-22):

USF Tampa Campus (4) [3 new faculty]

- Digital Communication & Media, Doctoral [5-year New Degree Master Plan – New to USF]
- Applied Mathematics, Masters [5-year New Degree Master Plan – New to USF]
- Financial Planning, Masters [5-year New Degree Master Plan – New to USF]
- Hospitality Management, Baccalaureate [3]

USF St. Petersburg Campus (6) [9 new faculty]

- Mathematics Teacher Education, Baccalaureate [1]
- Science Teacher Education, Baccalaureate [1]
- Social Work, Baccalaureate [2]
- Audiology & Speech Pathology, Baccalaureate [3]
- Nursing, Masters [1]
- Financial Planning, Baccalaureate [1]

USF Sarasota-Manatee Campus (12) [17 new faculty]

- Speech Communication & Rhetoric, Baccalaureate [1]
- Learning Design & Technology, Masters [2]
- Mathematics Teacher Education, Baccalaureate [1]
- Science Teacher Education, Baccalaureate [2]
- Social Science Teacher Education, Baccalaureate [1]
- Psychology, Masters [1]
- Social Work, Baccalaureate [2]
- Health Sciences, Baccalaureate [2]
- Audiology & Speech Pathology, Masters [1]
- Nursing, Masters [1]
- Financial Planning, Baccalaureate [1]
- Management Information Systems, Baccalaureate [2]



4

95

DRAFT

December 19, 2018

Unified Response to Questions from the Student Success, Academic Programs, and Campus Identity Subcommittee
November 5, 2018

Year 3 (2022-23): [New faculty investments will be calculated for Year 3 beginning in 2020-21]

USF Tampa Campus (2)

- Graphic Design, Baccalaureate
- Risk Management & Insurance, Baccalaureate

USF St. Petersburg Campus (5)

- Architecture, Masters
- Learning Design & Technology, Masters
- Sustainability Studies, Masters
- Public Health, Masters
- Nursing Practice, Doctorate

USF Sarasota-Manatee Campus (6)

- Food Science, Baccalaureate [5-year New Degree Master Plan – New to USF]
- Environmental Science, Baccalaureate
- Architecture, Masters
- Special Education & Teaching, Baccalaureate
- Public Health, Masters
- Nursing Practice, Doctorate

Year 4 (2023-24): [New faculty investments for Year 4 will be calculated beginning in 2021-22]

USF Tampa Campus (2)

- Orthotics & Prosthetics, Masters [5-year New Degree Master Plan – New to USF]
- Entrepreneurship, Baccalaureate

USF St. Petersburg Campus (1)

- Financial Planning, Masters

USF Sarasota-Manatee Campus (1)

- Financial Planning, Masters

Please note:

This summary does not include the 47 institution-based degree programs currently delivered online that, beginning in Year 1 (2020-21), will be available to all students admitted to USF, regardless of home campus. Please see Attachments (1) and (2) for online programs.



5

96

DRAFT

December 19, 2018

Unified Response to Questions from the Student Success, Academic Programs, and Campus Identity Subcommittee
November 5, 2018

It is important to point out that while the proposed expansion of degree offerings (in years 0-4), especially at USF St. Petersburg and USF Sarasota-Manatee, addresses stated needs in the community, implementation of the plan will demand considerable due diligence beginning in Spring 2019 to verify:

- Documented community need, commitment, and support (including philanthropic investments, internship placements, research support, and hiring of graduates, etc.),
- Demonstrable and sufficient student demand(at the specific campus location),
- Alignment with the Board of Governors' programs of strategic emphasis (high need, high skilled, high paid),
- The availability and adequacy of new resources consistent with a preeminent state research university (faculty, space, financial aid),
- Academic quality assurance consistent with SACSCOC and specialized accreditation,
- Consideration of the mode of delivery (including the identification of degrees delivered fully online),
- Thoughtful partnership with Florida State Colleges (to ensure non-duplication of baccalaureate degree programs unless a compelling reason exists, and optimization of USF's *FUSE* transfer and articulation program),
- Critical and continuing review of recent enrollment patterns and degree productivity, and
- Implementation of the current *USF System New Degree 5-year Master Plan*.

Furthermore, the proposed degree expansion plan does not include completely new degree programs presented in the earlier Huron Report (e.g., Aeronautical Engineering)

USF Tampa:

USF Tampa is working to meet community needs, and student demand with a special focus on strengthening the economy through workforce development, experiential education, and high impact practices that align with business and industry sector needs across Tampa Bay. USF Tampa seeks to deploy resources in support for the Florida Board of Governors' Areas of Strategic Emphasis. Complementary areas of research growth focus on addressing the most pressing issues of Florida and the nation as defined by the Florida Board of Governors including: health and wellness, opioids, mental health and disabilities, childhood development, marine and coastal, cybersecurity, technology and data, translational research, human-technology interface (artificial intelligence, autonomous vehicles), and space exploration and commercialization.

USF St Petersburg:

USF St. Petersburg has programs in place that address workforce needs in Florida and have been identified as needed in the Tampa Bay Region. Proposed new programs are on the USF System Master Academic Plan along with the timeline for approvals. All new programs must include a needs analysis and a plan for implementation.

USF Sarasota-Manatee:

Public Testimony at USF Sarasota-Manatee clearly emphasized the value of existing partnerships between the University and the local colleges by means of the Cross College Alliance (SCF, Ringling College of Art and Design, FSU Ringling and New College of Florida) as well as businesses, schools,



6

97

DRAFT

December 19, 2018

Unified Response to Questions from the Student Success, Academic Programs, and Campus Identity Subcommittee
November 5, 2018

and not-for-profit organizations. USF S-M is the area's comprehensive four-year and graduate degree-offering university with the ability to customize our educational offerings by collaborating directly with local businesses. We have designed a curriculum that provides the credentials for traditional degrees, but because of our size and agility and local decision-making authority, we can transition faster to developing programs that meet the evolving needs of regional businesses and the students who will enter the workforce in our area – one of the nation's fastest growing.

It has been stated that “the future of work is the future of education” and that “work is intrinsically collaborative and interdisciplinary” – not conducted in silos. Employers require more workers who can bridge the gap between disciplines, and learn so-called “unnatural combination” skills.¹ We believe in this future, and our proposal for USF S-M after consolidation is designed around this precept. It is one that also coincides with the BOG's statement that “universities are expected to work with local industries and employers to identify academic programs needed to support local or regional economic development and workforce needs.”

New Faculty Investment Needs to Support Degree Expansion at USF T, USF SP, and USF S-M:

Based upon discipline and rank (OSU R1 +10%):

A. To launch Proposed New Degree Expansion in Year 1 (2020-21)

	# of new faculty	\$ salary & benefits (recurring)	\$ startup (non-recurring)
USF Tampa:	0	\$0	\$0
USF St. Petersburg:	33	\$4.38 M	\$9.64 M
USF Sarasota-Manatee:	31	\$4.35 M	\$10.54 M
TOTAL =	64	\$8.73 M	\$20.18 M

Librarian, Research Technician, and Administrative Staff are calculated at 1:6 new faculty = 10 positions at \$80,000 salary + benefits = \$0.80 M recurring + \$5,000 office setup = \$50 K non-recurring

GRAND TOTAL for Year 1 = \$9.53 recurring (personnel) + \$20.19 M non-recurring (startup for preeminent research faculty and support personnel)

B. To launch Proposed New Degree Expansion in Year 2 (2021-22)

	# of faculty	\$ salary & benefits (recurring)	\$ startup (non-recurring)
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¹ The Future of Work: How Colleges Can Prepare Students for the Jobs Ahead, *The Chronicle of Higher Education*, 2017, p. 16.



7

98

DRAFT

December 19, 2018

Appendix R: Planned and existing undergraduate and graduate programs on all three campuses
Appendix R1: Programs on the Five-Year Academic Master Plan

Campus	CIP	CIP TITLE	REG LEVEL
USFSM	011001	Food Science	B
USFSM	030201	Natural Resources Management and Policy	B
USFT	090702	Digital Communication & Media/Multimedia	R
USFT	270399	Applied Mathematics, Other	M
USFT	500499	Design	B
USFT	512099	Pharmacy, Pharmaceutical Sciences, and Administration, Other	R
USFT	512306	Occupational Therapy/Therapist	R
USFT	512307	Orthotist/Prosthetics	M
USFT	520804	Financial Planning and Services	M
USFT	521301	Management Science	M

Appendix R2: Programs in Development as per the Five-Year Academic Master Plan

Campus	CIP	CIP TITLE	REG LEVEL
USFSM	302001	International/Global Studies	B
USFSM	521301	Management Science	B
USFSP	131205	Secondary Education and Teaching	M
USFSP	303301	Sustainability Studies	B
USFSP	400509	Environmental Chemistry	B
USFT	110104	Informatics	R
USFT	111003	Computer and IS Security/Information Assurance (Cybersecurity)	B
USFT	140501	Bioengineering and Biomedical Engineering	B
USFT	511505	Marriage and Family Therapy/Counseling	M
USFT	520203	Logistics, Materials & Supply Chain Management	B
USFT	520203	Logistics, Materials & Supply Chain Management	M
USFT	520804	Financial Planning and Services	B

99

DRAFT

December 19, 2018

Appendix R3: New Programs

Campus	CIP	CIP TITLE	REG LEVEL
USFT	090900	Public Relations, Advertising, and Applied Communication	B
USFT	090903	Advertising	M
USFT	130501	Learning Design & Technology (Instructional Technology) ¹	M
USFSP	270304	Computational and Applied Mathematics	B
USFSM	521701	Insurance (Risk Management)	B

DRAFT

DRAFT

December 19, 2018

Appendix R4: Undergraduate Programs Currently Offered on More Than one Campus

Campus	CIP	CIP TITLE	REG LEVEL
USFT	030104	Environmental Science	B
USFSP	030104	Environmental Science	B
USFT	090102	Mass Communication/Media Studies	B
USFSP	090102	Mass Communication/Media Studies (FUSE) ²	B
USFT	110103	Information Technology (Information Studies) ¹	B
USFT	110103	Information Technology (Engineering; FUSE)	B
USFSM	110103	Information Technology (FUSE)	B
USFT	131202	Elementary Education and Teaching (FUSE)	B
USFSM	131202	Elementary Education and Teaching (FUSE)	B
USFT	160101	Foreign Languages & Literature, General (World Languages & Cultures)	B
USFSP	160101	Foreign Languages & Literature, General	B
USFT	230101	English Language and Literature, General (FUSE) ²	B
USFSP	230101	English Language and Literature, General	B
USFSM	230101	English Language and Literature, General (FUSE) ²	B
USFT	240102	General Studies ¹	B
USFSM	240102	General Studies ¹	B
USFT	260101	Biology/Biological Sciences, General (FUSE)	B
USFSP	260101	Biology/Biological Sciences, General (FUSE) ²	B
USFSM	260101	Biology/Biological Sciences, General (FUSE)	B
USFT	420101	Psychology, General (FUSE)	B
USFSP	420101	Psychology, General (FUSE)	B
USFSM	420101	Psychology, General (FUSE)	B
USFT	450101	Social Sciences, General (Interdisciplinary Social Science)	B
USFSP	450101	Social Sciences, General (Interdisciplinary Social Science) (FUSE) ²	B
USFSM	450101	Social Sciences, General (Interdisciplinary Social Science) (FUSE) ^{1,2}	B
USFT	450201	Anthropology	B
USFSP	450201	Anthropology (FUSE)	B
USFT	450401	Criminology (FUSE)	B
USFSP	450401	Criminology (FUSE)	B
USFSM	450401	Criminology (FUSE)	B

101

DRAFT

December 19, 2018

Campus	CIP	CIP TITLE	REG LEVEL
USFT	450601	Economics, General	B
USFSP	450601	Economics, General (FUSE)	B
USFT	450701	Geography	B
USFSP	450701	Geography	B
USFT	451001	Political Science and Government, General	B
USFSP	451001	Political Science and Government, General (FUSE)	B
USFT	510000	Health Services/ Allied Health/ Health Sciences, General (FUSE) ²	B
USFSP	510000	Health Services/ Allied Health/ Health Sciences, General (FUSE)	B
USFT	520101	Business/ Commerce, General	B
USFSM	520101	Business/ Commerce, General	B
USFT	520201	Business Administration and Management, General	B
USFSP	520201	Business Administration and Management, General	B
USFSM	520201	Business Administration and Management, General (FUSE) ²	B
USFT	520301	Accounting (FUSE)	B
USFSP	520301	Accounting (FUSE)	B
USFSM	520301	Accounting (FUSE)	B
USFT	520801	Finance, General (FUSE) ²	B
USFSP	520801	Finance, General (FUSE) ²	B
USFSM	520801	Finance, General (FUSE)	B
USFT	521101	International Business/Trade/Commerce	B
USFSP	521101	International Business/Trade/Commerce	B
USFT	521401	Marketing/Marketing Management, General (FUSE) ²	B
USFSP	521401	Marketing/Marketing Management, General (FUSE)	B
USFSM	521401	Marketing/Marketing Management, General (FUSE)	B
USFT	540101	History, General	B
USFSP	540101	History, General (FUSE)	B
USFSM	540101	History, General (FUSE)	B

102

DRAFT

December 19, 2018

Appendix R5: Graduate Programs Currently Offered on More Than One Campus

Campus	CIP	CIP TITLE	REG LEVEL
USFT	030104	Environmental Science	M
USFSP	030104	Environmental Science	M
USFT	130401	Education Administration/Leadership, General	M
USFSP	130401	Education Administration/Leadership, General	M
USFSM	130401	Education Administration/Leadership, General	M
USFT	131001	Special Education and Teaching, General	M
USFSP	131001	Special Education and Teaching, General	M
USFT	131202	Elementary Education and Teaching	M
USFSP	131202	Elementary Education and Teaching	M
USFSM	131202	Elementary Education and Teaching	M
USFT	131305	English/Language Arts Teacher Education	M
USFSP	131305	English/Language Arts Teacher Education	M
USFSM	131305	English/Language Arts Teacher Education	M
USFT	131315	Reading Teacher Education	M
USFSP	131315	Reading Teacher Education	M
USFT	240101	Liberal Arts and Sciences/Liberal Studies	M
USFSP	240101	Liberal Arts and Sciences/Liberal Studies	M
USFT	420101	Psychology, General	M
USFSP	420101	Psychology, General	M
USFT	430103	Criminal Justice/Law Enforcement Administration	M
USFSM	430103	Criminal Justice/Law Enforcement Administration	M
USFT	520201	Business Administration and Management, General ¹	M
USFSP	520201	Business Administration and Management, General ¹	M
USFSM	520201	Business Administration and Management, General	M
USFT	520301	Accounting	M
USFSP	520301	Accounting	M

103

DRAFT

December 19, 2018

Appendix S: Summary of Current Undergraduate and Graduate Fees at USF

Rate Basis	Fee	USF		
		USF Tampa	USF St. Petersburg	Sarasota-Manatee
per SCH	Activity & Service	\$ 12.08	\$ 25.63	\$ 20.19
	Health	\$ 9.94	\$ 4.90	\$ 4.03
	Athletic	\$ 14.46	\$ 2.45	\$ 4.23
	Transportation Access	\$ 3.00	\$ 2.25	n/a
	Technology Fee	\$ 5.25	\$ 5.25	\$ 5.25
	Capital Improvement	\$ 6.76	\$ 6.76	\$ 6.76
	Financial Aid - In-State	\$ 5.25	\$ 5.25	\$ 5.25
	Financial Aid - Out Of State	\$ 22.57	\$ 22.57	\$ 22.57
	Green Fee	\$ 1.00	\$ 1.00	n/a
	Marshall Ctr	\$ 1.50	n/a	n/a
	In State Sub-Total		\$ 59.24	\$ 53.49
Out Of State Sub-Total		\$ 76.56	\$ 70.81	\$ 63.03

Rate Basis	Fee	USF		
		USF Tampa	USF St. Petersburg	Sarasota-Manatee
per SCH	Activity & Service	\$ 12.08	\$ 25.63	\$ 20.19
	Health	\$ 9.94	\$ 4.90	\$ 4.03
	Athletic	\$ 14.46	\$ 2.45	\$ 4.23
	Transportation Access	\$ 3.00	\$ 2.25	n/a
	Technology Fee*	\$ 17.39	\$ 17.39	\$ 17.39
	Capital Improvement	\$ 6.76	\$ 6.76	\$ 6.76
	Financial Aid - In-State	\$ 17.39	\$ 17.39	\$ 17.39
	Financial Aid - Out Of State	\$ 38.61	\$ 38.61	\$ 38.61
	Green Fee	\$ 1.00	\$ 1.00	n/a
	Marshall Ctr	\$ 1.50	n/a	n/a
	In State Sub-Total		\$ 83.52	\$ 77.77
Out Of State Sub-Total		\$ 104.74	\$ 98.99	\$ 91.21

*Technology Fee for Professional Programs in Business, Engineering and Nursing-CRNA programs is higher

Board of Trustees Workshop - Draft CIC Report to President Genshaft

Subcommittee	Tasks (if provided)	CIC Considerations for a Singly Accredited USF	Owner/Lead	Impact/Value (Why) a. SACSOC requirement b. Preeminence metric c. other	Start Date	End Date	Relevant Stakeholders
Student Success	A. Student Support Services						
	I. New Student Connections						
		a. Develop a universal approach and sequenced-learning objective-focused onboarding and transition plan for all USF students	Orientation: New Student Connections	Student Success & Staff efficiencies	1/1/2019	Spring 2020	NSC, PFP, Orient., UGA, Res Ed(TPA), HRL (SP)
		b. Create a solid week of welcome/arrival experience for all incoming students with aligned outcomes through a strategic visioning of USF student transition.	COMPASS	Student Success & Staff efficiencies	1/1/2019	Spring 2020	NSC, PFP, Orient., UGA, Res Ed, HRE, Innovative Ed.
		c. Develop a systemwide Parent/Family Office to provide consistent education, services, programs, and support regardless of location.		Student Experience & Success	1/1/2019	Spring 2020	NSC, PFP, Orient., UGA
		d. Develop or enhance Peer coaching component to each campus		Student Success & Learning	1/1/2019	Spring 2020	NSC, PFP, Orient., UGA
		II. Tutoring					
		a. Implement early interventions for students who use tutoring and fail tests towards the beginning of the term	Academic Success Center	Preeminence metric	1/2/2019	7/1/2020	All tutoring centers
		b. Implement an asynchronous method of tutoring for all campuses	Academic Success Center	Other	1/2/2019	7/1/2020	All tutoring centers
		c. Work with the general education as it is developed to identify a way to create synergy between course syllabi and the use of tutoring for classes.	Academic Success Center	SACSOC requirement	1/2/2019	7/1/2020	All tutoring centers
		III. Housing and Residential Education					
		a. Streamline all processes in Residential Education such as Roommate agreements, duty scheduling, resident communication, and intentional conversation tracking and coding to help students in need.	TPA	Other	1/2/2019 or sooner	Spring 2020	HRE, Res Ed, HRL, IT
		b. Establish an onboarding work group across housing systems to align the student onboarding and welcome experience.	TPA	Other	1/2/2019 or sooner	Spring 2020	HRE, Res Ed, HRL, SASS
		c. Align Residential Curricula and link them to Living learning communities and academic initiatives to enhance the student experience	TPA, SP	Other	1/2/2019 or sooner	Spring 2020	Res Ed, HRL, SASS
		d. All campuses adopt Case management Model and use of predictive analytics, scholar practitioner model	TPA, SP	Other	underway	Spring 2020	Res Ed, HRL, SASS
		e. Determine a plan for students switching campuses to have a smooth transition from one housing department to another.	TPA, SP	Other	1/2/2019 or sooner	Spring 2020	Res Ed, HRE, HRL, SASS
		IV. Orientation					
		a. Integrate Orientation technology across the campuses (VisualZen (VZ)-Orientation)	USFSP, USFTPA, USFSM	Other	Dec-19	7/1/2020	IT/Orientation
		b. Standardize the onboarding process and expand the use of technology and multimedia for students and families to help simplify the matriculation process.	USFSP, USFTPA, USFSM	Other	1/2/2019 or sooner	7/1/2020	Orientation
		c. Develop a standardized curriculum to ensure consistent knowledge gained.	USFSP, USFTPA, USFSM	Other	1/2/2019 or sooner	7/1/2020	Orientation
		V. Veterans Services					
		a. Provide a certifying official for Veterans Administration certifications on each campus	Veterans' Success	Other	1/2/2019	7/1/2020	Military and Veterans Success Center at USFSP, USFSM, USFTPA
		b. Develop and implement Federal Work Study and/or Veterans Internship programs on each campus to support preparation of Veterans Administration benefits for students.	Veterans' Success	Other	1/2/2019	7/1/2020	Military and Veterans Success Center at USFSP, USFSM, USFTPA
	VI. Student Disability Services						
	a. Standardize accommodation letter across three campuses	Students with Disability Services	Other	1/2/2019 or sooner	Spring 2020	SDS on all campuses, USF Students	
	b. Align SDS database across campuses, in order to provide seamless services to all students no matter which campus	Students with Disability Services	Other	1/2/2019 or sooner	Spring 2020	SDS on all campuses, USF Students	
	c. Protocol alignment for the system around Admissions Appeals, Course Substitutions, Peer/Wellness/Academic Coaching	Students with Disability Services	Other	1/2/2019 or sooner	Spring 2020	SDS on all campuses, USF Students, Wellness (perhaps)	
	B. Enrollment Planning and Management						
	I. Financial Aid						
	a. Evaluate the two online scholarship application products and select one vendor for USF. This should result in cost savings.	Student Success Committee, EPM Work Group	Other	11/2/2018	7/1/2019	Scholarship awarding units and students	
	b. Coordinate the Financial Education program offerings currently developed on the Tampa campus at both St. Petersburg and Sarasota. Funding will be needed for a staff member at that location.	Student Success Committee, EPM Work Group	Other	7/1/2019	10/1/2019	Students	
	c. Collaborate and develop a single outreach presentation for high schools and on campus recruiting events.	Student Success Committee, EPM Work Group	Other	7/1/2019	9/1/2019	Potential students and high school counselors.	
	d. Collaborate and develop a single presentation for Orientation.	Student Success Committee, EPM Work Group	Other	3/1/2019	5/1/2019	Admitted students and families	
	e. Centralize all communications related to financial aid for consistent process and messaging.	Student Success Committee, EPM Work Group	Other	9/15/2019	11/1/2019	Continuing and admitted students and families	
	f. Assign students to a campus. This is needed to assess each campus' initiatives for PBF, Preeminence, critical metrics, and execution of campus specific interventions. This designation can be for internal use only and not communicated to students.	Student Success Committee, EPM Work Group	Preeminence metric	8/1/2019	10/1/2019	All system units involved in delivering support to students to achieve PBF and Preeminence targets.	
	g. Design an organizational structure for the functional units in EPM with a single reporting line for each area. This new structure would also include those units in USF Health.	Student Success Committee, EPM Work Group	Preeminence metric	11/1/2018	7/1/2019	Leadership in each functional areas in EPM, i.e., Admissions, Financial Aid, Registrar's Office.	
	II. Admissions						
	a. Consolidate the undergraduate application (FTIC and Transfer) for three campuses to one unified USF application effective July 1 2018, where students prioritize their home campus	Dean of Admissions	Preeminence metric	7/1/2018	Done	Potential students and high school counselors.	

Board of Trustees Workshop - Draft CIC Report to President Genshaft

	b. Add St Petersburg and Sarasota-Manatee campus options to Coalition application	Dean of Admissions	Preeminence metric	4/1/2019	6/30/2019	Potential students and high school counselors.
	c. Establish uniform dates and deadlines for admission to a unified USF	Dean of Admissions	Preeminence metric	7/1/2018	Done	Potential students and high school counselors.
	d. Consolidate undergraduate FTIC scholarships based on one scholarship grid for a unified USF effective July 1 2018	Dean of Admissions	Preeminence metric	7/1/2018	Done	Potential students and high school counselors. Office of Financial Aid and FAPAC
	e. Consolidate undergraduate Transfer scholarships based on one scholarship grid for a unified USF effective July 1 2019. This initiative will be based on the RNL financial aid leveraging model.	Dean of Admissions	Preeminence metric	4/1/2019	6/30/2019	Potential students and high school counselors. Office of Financial Aid and FAPAC
	f. Consolidate the undergraduate FTIC admission criteria and admissions grid to admit to a single unified USF, effective July 1 2018	Dean of Admissions	Preeminence metric	7/1/2018	Done	Potential students and high school counselors.
	g. Consolidate the undergraduate transfer admission criteria and admissions grid to admit to a single unified USF, effective July 1 2019. Note that this change will be based on the realignment of home/host colleges/programs	Dean of Admissions	Preeminence metric	4/1/2019	6/30/2019	Potential students and high school counselors.
	h. Consolidate marketing materials (print, digital and social media) to promote a unified USF while preserving the unique value proposition of each campus	Dean of Admissions	Preeminence metric	7/1/2018	6/30/2019	Potential students and high school counselors.
	i. Consolidate all lead generation/nurturing and application generation vendor contracts	Dean of Admissions	Preeminence metric	7/1/2018	6/30/2020	Admissions personnel. Outside vendors
	j. Consolidate multiple CRM systems for recruiting and marketing.	Dean of Admissions	Preeminence metric	1/1/2019	6/30/2020	Admissions personnel. Outside vendors
	k. Consolidate all recruiting and admissions initiatives related to special population such as outreach and access, high ability students, National Merit/Hispanic, Honors College, SSS, etc.	Dean of Admissions	Preeminence metric	4/1/2019	10/1/2019	Potential students and high school counselors. Multiple university partners
	l. Consolidate all admissions decisions and applicant evaluation for a unified USF under a single reporting line.	Dean of Admissions	Preeminence metric	7/1/2018	7/1/2019	Potential students and high school counselors.
	m. Consolidate all in-state recruiting initiatives under a single reporting line based with consideration related to territory assignments and recruiting personnel at each campus.	Dean of Admissions	Preeminence metric	7/1/2018	7/1/2019	Potential students and high school counselors.
	n. Consolidate all out-of-state and international recruiting initiatives under a single reporting line based on regional recruiters, both on-campus based and off-campus based in country or in region.	Dean of Admissions	Preeminence metric	7/1/2018	6/30/2019	Potential students and high school counselors.
	o. Continue the current organizational structure with direct campus reports for campus tours and visits and campus events (application generation and yield events) as these are unique to the campus identity	Dean of Admissions	Preeminence metric	7/1/2019	6/30/2020	Potential students and high school counselors.
	p. Consolidate all aspects of graduate admissions (recruitment, processing, evaluation, etc.) after realignment of home/host colleges/programs	Dean of Admissions	Preeminence metric	4/1/2019	12/31/2019	Potential students and high school counselors. Home/host colleges/programs. Multiple university partners
	q. Assessment of consolidation, organizational structure and reporting of locally driven enrollment management programs such as the FUSE initiative	Dean of Admissions and Dean of Undergraduate Studies		4/1/2019	6/30/2019	Potential students and high school counselors.
III. Registrar	a. Academic Records Security and Maintenance: Update transactional forms for consistency. Continue to follow retention schedules on file with the State at all campuses. Core processes and system set up is centralized at Tampa. Impact/Value: Ensure students receive consistent quality, accessible services at every campus. Ensure roles and permissions for student information system and other applicable software for equitable service to students across locations to ensure data integrity and security.	Student Success Committee, EPM Work Group	Other	11/1/2018	Ongoing	Office of the Registrar and Records and Registration Staff; Students
	b. Course and Registration Consideration: All registration tools, processing and activities are consistent across campuses; ensure alignment of courses and requisite setup across campuses based on University's consolidated programs. While catalog creation will transition to Undergraduate and Graduate studies, a significant role will be required by the Office of the Registrar on each campus to ensure information is accurate. Evaluate course schedule meeting times and final exam matrices to ensure that students may take courses across campuses with minimal conflict. Core processes and system set up already centralized at Tampa to ensure data integrity and security. Impact/Value: Ensure consistency of processes and continued accuracy and integrity of the Banner catalog set up.	Student Success Committee, EPM Work Group	SACSCOC requirement	11/1/2018	2020-2021 Academic Year Registration Cycle	Office of the Registrar and Records and Registration Staff; Academic Affairs
	c. Appeals Considerations: Develop one Academic Regulation Committee for each campus following set protocols defined at the University-level. Continue with cross-campus representation on a fee adjustment committee, and a separate Excess Hours Exemption committee to ensure consistency across campuses. Continue to ensure cross-campus representation on the Residency Appeals Committee. Impact/Value: Ensure consistency of processes and practice across institution.	Student Success Committee, EPM Work Group	SACSCOC requirement	3/1/2019	2020 Academic Year Start	Office of the Registrar and Records and Registration Staff; Academic Affairs; General Counsel
	d. FERPA Consideration: All three campuses will continue to ensure common access and privacy to student record information in a consistent manner, in alignment with federal regulation and State law, and confirm that messaging for all orientations aligns with URO policy and practice. Impact/Value: Ensure alignment of messaging is consistent across campuses.	Student Success Committee, EPM Work Group	Other	11/1/2018	Ongoing	Office of the Registrar and Records and Registration Staff; General Counsel; Students
	e. Academic Calendar Consideration: Continue with one University Academic Calendar; produce tentative calendars three years out. Enhance internal operational important dates and deadlines listing to share policy and process deadlines with key stakeholders. Impact/Value: Ensure alignment of messaging is consistent across campuses; provide ability for future planning purposes.	Student Success Committee, EPM Work Group	Other	1/15/2019	Effective 2019-20 Academic Year submission to the BOG	USF Calendar Committee
	f. Academic Catalog Consideration: With one Undergraduate Catalog and one Graduate Catalog produced by Undergraduate and Graduate Studies, the Office of the Registrar will continue to play a significant role to ensure information is accurate across campuses. Impact/Value: Ensure consistent, accurate proliferation of rules and information across the institution.	Student Success Committee, EPM Work Group	SACSCOC requirement	11/1/2018	Effective 2020-2021 Academic Year	Undergraduate and Graduate Studies; Entire USF Community

Board of Trustees Workshop - Draft CIC Report to President Genshaft

	<p>g. Grading and Attendance Tracking Consideration: Grading and attendance policies and deadlines will be consistent on all three campuses. Impact/Value: On going; ensure consistency of processes and practice.</p>	Student Success Committee, EPM Work Group	SACSCOC requirement	11/1/2018	Effective 2020-2021 Academic Year	Office of the Registrar and Records and Registration Staff; Colleges; Faculty
	<p>h. Diploma Consideration: Consolidate issuing of diplomas through a single University process. Impact/Value: Sufficient and timely production of diplomas for all students; consistency of process.</p>	Student Success Committee, EPM Work Group	Other	10/1/2018	Spring 2019 Commencement	Office of the Registrar and Records and Registration Staff
	<p>i. Communication Consideration: Ensure information on the web, Canvas, and myUSF is accessible, consistent, and in alignment for each audience (students, families and other third parties, faculty and staff) across campuses.</p>	Student Success Committee, EPM Work Group	Other	3/1/2019	3/2020-Preparation for Fall 2020 registration cycle	Office of the Registrar and Records and Registration Staff; Students; Faculty
	<p>j. Reporting Consideration: Disseminate consistent definitions of part-time and full-time status, use of student home campus rule, and others as needed for academic management and reporting purposes. Create and distribute standard student activity reports, including but not limited to cohort management, registration, enrollment, academic standing, and graduation and Commencement. Form cross-campus reporting team to coordinate internal operational reporting and data management.</p>	Student Success Committee, EPM Work Group	Other	8/1/2019	10/1/2019	Office of the Registrar and Records and Registration Staff; Entire USF Community
	<p>k. Training Consideration: Offer consistent trainings across campuses to faculty and staff on registrar-related processes, including but not limited to academic course scheduling, FERPA, student-athlete records, and registration training for advisors. Ensure consistency of processes and practice across institution.</p>	Student Success Committee, EPM Work Group	Other	11/1/2018	Ongoing	Office of the Registrar and Records and Registration Staff; Entire USF Community
C. Student Success	<p>a. The cross-functional persistence committee model will be replicated on each campus, with one general University Committee and individual campus based groups. Persistence Committee and associated campus-based organizations will communicate regularly regarding persistence challenges issues faced by individual students and by students by classification.</p>	VP, Student Affairs and Student Success				
	<p>b. A First Year Retention model will be developed for students on all three campuses, permitting early response and intervention; other predictive tools will also be developed, allowing intervention and the delivery of serve at the right time. Technical tools available for identifying students who would benefit from extra support will be employed by all campuses. Predictive models associated with anticipating student grades and assessing chances of four- and six-year graduation will also be employed on all campuses. The Beginning College Survey of Student Engagement will be applied on all campuses to identify students who signal needs or issues that can be addressed by specific departments.</p>					
	<p>c. We will develop a sustainable proactive model for undergraduate advising and work to align advisor duties so as to maximize their availability to serve students.</p>					
	<p>d. We will coordinate the delivery of support services to underserved, high need students.</p>					
	<p>e. Systematize use of the Archivum system to provide the ability for long-time planning for how the tool will be used and it will have an adequate process to provide immediate support to respond to technical bugs/issues, and the investment in net-new developments will not outweigh the investment made to support the existing functionalities. Archivm Insights will be supported by continuous development and resourcing.</p>					
D. Student Engagement		Undergraduate Studies				
I. Transfer Students	<p>a. Establish a reporting structure so all students benefit from the services/resources offered to transfer students. USFT has an Office of Transfer Student Success (formerly Office of State and Community College Relations.)</p>	Office of Transfer Student Success	Other			
	<p>b. Establish a Tau Sigma – National Honor Society for Transfer Students (We would need to comply with requirements of the program to establish)</p>	Office of Transfer Student Success	Other			URO, Cashier, Academic Colleges, Students
	<p>c. Create an institutional strategic plan for transfer students (streamlined workflow for the transfer student experience: recruitment, onboarding, transition, support, progression, engagement, graduation)</p>	UGS	SACSCOC requirement			Admissions, Financial Aid, URO, Academic Colleges, Career Services, Student Activities, Orientation, etc.
	<p>d. Ensure that the definition for transfer students is standardized on the webpages for each USF campus (upper, lower, etc.)</p>	Admissions	Other			URO, Transfer Success
	<p>e. Ensure National Transfer Student Week is celebrated at each campus – celebrated for the first time at USFT 2018 – week of activity just for transfer students</p>	Office of Transfer Student Success	Other			OAA, Career Services, Veterans' Success
II. FUSE-Specific	<p>a. Create a reporting structure to track Fuse students</p>	ODS/UGS	Other			URO, 8 Fuse partners, IT, Admissions
	<p>b. Establish a centralized location for advising information</p>	UGS/Academic Colleges	Other			
	<p>c. Align curriculum GradPaths for each campus</p>	Office of Transfer Student Success	Other			8 Fuse partners, Provost
	<p>d. Create one singular application process for Fuse students</p>	Admissions	Other			URO, Office of Transfer Student Success, 8 Fuse partners, IT
	<p>e. Address the differences in how students are enrolled in the Fuse program if not admitted to USF system – currently some students get a letter stating they are in the program while USFSP, while USFT provides a letter about the program and does not state they are admitted to the Fuse Program</p>	Admissions	Other			Office of Transfer Student Success, 8 Fuse partners
E. Health & Wellness		AVP, Health and Wellness				
I. Overall Considerations	<p>a. Development of a cross-campus USF Health Campus Committee</p>					
	<p>b. Ensure baseline consistency in services and identification of deviations through consistent assessment and monitoring.</p>					
II. Health Promotion	<p>a. Implement the National College Health Assessment in spring 2020 to be in line with the State University System for benchmarking purposes.</p>	Co-PI	Other	Spring 2020		Wellness Center/Center for Student Well-Being, Office of Research, IRB, Center for Transdisciplinary Research in College Health and Wellbeing

Board of Trustees Workshop - Draft CIC Report to President Genshaft

	b. House peer education programs within the Wellness Center/Center for Student Wellbeing/Health Promotion for proper training and oversight instead of Student Life/Student Organizations. Attention should be paid to ongoing budget concerns for regional campuses under this consideration.	Each campus	Other	Now		Wellness Center/Center for Student Well-Being
	c. Implement the biennial review (under Part 86 of the Drug-Free Schools and Campuses Regulations) in a centralized manner on the USF Tampa campus due to issues with compliance, as health promotion on any campus does not have the capacity to conduct alone.	Tampa	Other	Fall 2020		Compliance, Center for Student Well-Being, Fraternity and Sorority Life, Athletics, Counseling Center, University Police, Student Rights and Responsibilities, Victims Advocacy
	d. Mandate the completion of five life skills modules (AlcoholEDU, sexual assault prevention, Kognito (for staff/faculty as well), financial literacy and academic integrity) for all students (FTIC, transfer, graduate students) prior to matriculation. Implementation of this consideration, including necessary communication, budgeting, and compliance functions should be centralized through the Tampa campus.	Tampa	Other	Summer B 2020		Registrar's Office, Orientation, Wellness Center/Center for Student Well-Being/Financial Aid/Violence Prevention/Undergraduate Studies
	e. To ensure equitable services and resources, organizational structures be assessed on each campus and changes made to structure to ensure oversight systematically (i.e. Directors on each campus reporting to an Executive Director for the System).	Each campus	Other	2021		All campus stakeholders
	f. Develop a process to determine budget needs of departments and budget allocation from student fees.	Each campus	SACSCOC	2021		Wellness Center/Center for Student Well-Being
III. Counseling/Mental Health Services	a. Students should have access to mental health resources on all of the campuses.	All campus stakeholders	SACSCOC, CAS Standards, IACS Accreditation	2020		Counseling Centers on each campus
	b. Explore how all campuses can use the same electronic record system and appointment setting system. This consideration includes the understanding that each campus will still need flexibility in how they use the systems in meeting their unique needs without compromising student access or campus processes.	All campus stakeholders	SACSCOC (continuity and availability of services)	2020		Counseling Centers on each campus
	c. To ensure a uniform experience across the campuses, consolidated internal processes, assessments, credentials/certifications, and operations is recommended, wherever possible and/or warranted based on unique campus needs.	All campus stakeholders	SACSCOC, IACS (International Association of Counseling Services) Accreditation	2020		Counseling Centers on each campus
	d. To ensure equitable services and resources, it is recommended that organizational structures be assessed on each campus and changes made to structure to ensure oversight systematically (i.e. Directors on each campus reporting to an Executive Director for the System).	All campus stakeholders	SACSCOC	2020		Counseling Centers, Wellness administrators, Student Affairs administrators on each campus
IV. Recreation/Intramurals	a. All students should have access to all recreation and intramural activities on all the campuses.	All campus stakeholders	SACSCOC	2020		Campus Recreation/Students/Club Members
	b. To ensure equitable services and resources, assess organizational structures on each campus to determine if changes are needed to ensure systematic oversight or coordination.	All campus stakeholders	SACSCOC	2020		all campus stakeholders
V. Behavioral Intervention Team/Victim Advocacy	a. Consolidate the internal processes and operations of the Behavior Intervention Teams across the campuses so the response is a uniform one on all campuses.	All campus stakeholders	SACSCOC	2020		Dean of Students, members of BIT team
	b. Maintain the Behavior Intervention Teams on each campus for outreach to students but a System BIT should be established to meet periodically regarding oversight of integration, trends, initiatives, and institutional policies.	All campus stakeholders	SACSCOC	2020		All campus stakeholders
	c. Support the needs of victim advocacy services on each campus, particularly with the assistance of after-hours screening services and community resources to help manage scope of care.	All campus stakeholders	Other- Title IX Implications, Campus SAVE act, 2011 Dead Colleague letter (now rescinded), CAS Standards	2020		Victim Advocacy program
VI. Health Services	a. Students on each campus should have access to equitable AAAHC accredited medical services supervised by medical leadership of USF Health and reporting to an Executive Director for the USF System. Medical Services will use one Electronic Health Record for the system.	All campus stakeholders	AAAHC accreditation standards, CAS Standards	2020		All campus stakeholders
	b. We would like it considered that students on each campus have access to equitable AAAHC psychiatric services supervised by psychiatric leadership of the USF Health Department of Psychiatry and reporting to an Executive Director for the USF System. Psychiatric Services will use one Electronic Health Record for the system.	All campus stakeholders	AAAHC accreditation standards, CAS Standards	2020		All campus stakeholders
F. Career Development		Career Services				
I. Policy	a. Standardize Units' Names and Functions throughout System	Unit Director and AVP	A, C, D	April 2019	July 1, 2020	Students, Faculty, Administration, Community Partners
	b. Align definitions, processes and policies for key programs and practices (including internships, Community Engaged Learning, Civic Engagement, Co-Ops, etc.)	Unit Director and AVP	A, C, D	Apr-19	1-Jul-20	Students, Faculty, Administration, Community Partners
	c. Develop cross-campus teams to develop data and process systems	AVP	A, B, C, D			Faculty, Students, Administration, Community Partners
	d. Standardize attributes for designating Community Engaged Learning, Internship, and other Experiential Learning courses for student transcripts	Unit Directors and Registrar	A, C, D	April 2019	Ongoing	Faculty, Students, Administration, Community Partners
	e. Establish one Council or Advisory Board for each Unit made up of leadership, faculty, staff and representatives from colleges and schools from each campus	Unit Director and AVP	A, C, D	April 2019	Ongoing	Students, Faculty, Administration, Community Partners
	f. Help faculty leadership to work to standardize rewards, tenure and promotion policies systemwide related to HIPs related work	AVP	D	April 2019	Ongoing	Faculty

Board of Trustees Workshop - Draft CIC Report to President Genshaft

II. Practice	a. Adopt the model of "Career Advocacy" across all campuses to promote a general culture throughout our Career Readiness work that promotes a longitudinal, intentional, case-managed approach to promoting career success for all students	All personnel	A, B, C, D	Current Work	Ongoing	
	b. Develop cross-campus teams to enhance curriculum development and expand community partnerships	All personnel	A, C, D	April 2019	July 1, 2020	Faculty, Students, Administration, Community Partners
	c. Increase FWS positions utilized for community engaged work for all campuses	AVP	A, B, C, D	Current Work	Ongoing	Faculty, Students, Administration, Community Partners
	d. Expand Engaged Student Employment program and Career Readiness Badging Program for SM & SP students	Unit Director	A, B, C, D	Current Work	Ongoing	Faculty, Students, Administration, Community Partners
	e. Provide training and coordination of FWS positions for all campuses	Unit Director	A, B, C, D	Current Work	Ongoing	Faculty, Students, Administration, Community Partners
	f. Deliver consistent employer engagement events in our geographic regions (Employer Institute, employer strategy sessions/visits and on-campus recruitment events)	Unit Director	A, C, D	Current Work	Ongoing	Faculty, Students, Administration, Community Partners
	g. Expand career exploration opportunities across campuses, such as Intern For A Day, Experiential Learning Expo, through use of Handshake, technology and transportation resources	Unit Director	A, C, D	Current Work	Ongoing	Faculty, Students, Administration, Community Partners
	h. Implement "layered" experiential learning opportunities combining High-Impact Practices to maximize experiential learning impact	All personnel	A, B, C, D	Current Work	Ongoing	Faculty, Students, Administration, Community Partners
	i. Expansion of High-Impact Practices in support of Gen Ed refresh across all campuses	All personnel	A, B, C, D	Current Work	Ongoing	Faculty, Students, Administration, Community Partners
	j. Extend Corporate Leadership training program opportunities across all campuses	Unit Director	A, B, C, D	Current Work	Ongoing	Faculty, Students, Administration, Community Partners
	k. Expand and enhance Portfolio practice across all campuses in support of student personal, academic, and professional development.	All personnel	A, B, C, D	Current Work	Ongoing	Faculty, Students, Administration, Community Partners
	l. Implement MyPlan, My Pathways across all campuses	Unit Director	A, B, C, D	Current Work	Ongoing	Faculty, Students, Administration, Community Partners
	m. Maximize effectiveness (employer notes, etc.) of Handshake through development and implementation of a broader Handshake committee.	Unit Director	A, C, D	Current Work	Ongoing	Faculty, Students, Administration, Community Partners
	n. Offer Career Services courses on all campuses (e.g., Job Search course) through cross-campus course enrollment	Unit Director	A, B, C, D	Current Work	Ongoing	Faculty, Students, Administration, Community Partners
	o. Implement Professional Association "system" memberships to save money on institutional memberships	AVP	D	April 2019	July 1, 2020	Faculty, Students, Administration, Community Partners
p. Professional Development topics shared across campuses (e.g., Career Facilitator, Strengths Training, Burning Glass)	AVP and Communications team	A, B, C, D	April 2019	July 1, 2020	Faculty, Students, Administration, Community Partners	
q. Establish single, consistent system for keeping and sharing student information	Unit Directors and AVP	A, D	April 2019	July 1, 2020	Faculty, Students, Administration, Community Partners	
G. Student Involvement		Dean of Students				
I. Student Government	a. Consider having one Student Government Constitution for the USF Tampa, Sarasota, and St. Petersburg campuses	USF-T SGA, USF-SP SGA, USF-SM SGA, USF Administrative Leadership/ USF SGA Advisors	Entire student body across all three campuses and A&S Funded entities; New and/or revised Constitution to consider the governing structure of USF SGA, how voting and elections will transpire, the selection process for the student BOT seat, and the creation of an equitable budget allocation process./Equal representation and membership requirements for all student members and a stable allocation process of the A&S fees that align more closely with the university mission and strategic goals.	2019	2019	USF System Student Organizations, USF System SGA's, all current and incoming students, A&S funded entities, IT Services, USF Registrar, Dean of Students, Student Affairs & Student Success, USF General Counsel, and third party vendors

Board of Trustees Workshop - Draft CIC Report to President Genshaft

	<p>b. Consider that each campus maintain their own Statutes, Rules of Procedures, and Standard Operating Procedures established at each campus with approval by the USF President and/or designee</p>	USF-T SGA, USF-SP SGA, USF-SM SGA, Respective USF Campus Administrative Leadership/ USF SGA Advisors	SGA and Administrative oversight at each respective campus will allow the respective campus leadership to create governing documents that are aligned with the individual campus culture and subservient to the system-wide constitution./Equal representation and treatment for all impacted constituents.	2019	2020	USF System Student Organizations, USF System SGA's, A&S funded entities, Dean of Students, Student Affairs & Student Success, USF General Counsel
	<p>c. Consider that Activity & Services Fees will be adjusted to a rate that is the same for all students, maintaining equitable services for each campus, and also maintaining no less than the current budget for each campus and the overall combined budget for all three campuses- with emphasis that every campus will benefit with this change.</p>	USF-T SGA, USF-SP SGA, USF-SM SGA, Respective USF Campus Administrative Leadership, USF SGA Advisors/ USF Business Offices	All students will be able to take advantage of programs, resources, and services at any USF campus and will pay an equitable, fair share fee regardless of where they attend class.	2020	ongoing	USF Business Offices; All A&S Funded entities - SGA's, RSO's, Departments, etc.; USF System Comptrollers
	<p>d. Consider that the Student Centers fee should be examined thoroughly to determine the impact on the Activity and Service fee per credit hour</p>	Student Center Directors, USF System Financial Officers, USFSP and USFT Student Government Associations	We will need to determine how the student centers will be funded with the addition of a new A&S fee structure under a consolidated USF system.	2020	ongoing	USF Business Offices; All A&S Funded entities - SGA's, RSO's, Departments, etc.; USF System Comptrollers, Student Centers Staff
	<p>e. Explore a fully online newspaper</p>	Oracle, Crow's Nest, and USF System Student Involvement Staff	Access for all students, Reduced printing costs)	2020	2023	Oracle, Crow's Nest, and USF System Student Involvement Staff
	<p>f. Create a plan to collaborate in order to serve the USF Consolidated campuses</p>	Oracle, Crow's Nest, and USF System Student Involvement Staff	Students are informed of all USF system news	2022	2023	Oracle, Crow's Nest, and USF System Student Involvement Staff
	<p>g. Conduct assessments/research on readership and student campus identification in regards to considering whether there should be a consolidated structure</p>	USF System Student Involvement Staff	Maintaining campus identity/involvement opportunities within a structure supports consolidation efforts	2019	2023	USFSP School of Journalism, USF System Student Involvement Staff, Oracle, and Crow's Nest teams
II. Student Organizations	<p>a. As student identity and fee decisions are implemented, we will need to look at our student organizations registered on each campus, where duplication is needed, and where it is not. We will need to look at Honor Societies and how they are structured. In order to meet the goal that all students have equal access, we will either need to open all organizations to all students, or allow duplicate organizations. Our considerations can be tweaked to reflect future decisions. There will be a cost and adjustment to having one engagement platform, but the opportunities for this will outweigh the negatives.</p>					
	<p>b. Recommend having one student organization management/engagement platform across the entire university</p>	Current OrgSync administrators from each campus	Students will see all involvement opportunities within the system in one program; data collection will be identical on all system campuses	Fall 2019	Fall 2020	Students, All departments that use current platform, SGA at all campuses, perspective students
	<p>c. Implement a new or revised student organization registration process that would work for each campus and provide equitable service</p>	Student Engagement at USFSM, LSO at USFSP, CLCE at USFT, SGA as needed	Student leader experiences are consistent but remain unique to each campuses individual needs	Fall 2019	Fall 2020	students, student organizations, USFSM Student Engagement, St. Pete LSO, Tampa CLCE, Faculty/Staff Advisors
	<p>d. Any student can join any organization on any campus</p>	Student Engagement at USFSM, LSO at USFSP, CLCE at USFT	Access to student organizations is available campus to campus	Fall 2020	ongoing	students, student organizations, USFSM Student Engagement, St. Pete LSO, Tampa CLCE, Faculty/Staff Advisors, SGA at all campuses
III. Programming, Leadership, Civic Engagement, Multicultural Programming	<p>a. The three campuses have a good model to work from regarding how they collaborate on Homecoming and USF Week. It is also important that campuses continue to offer their signature programs that have become traditions on the campuses. The committee also identified other programs that could be enhanced through collaboration of all three campuses opening up opportunities for students to get involved in various programs to which they formerly did not have access. The only way to truly make access to programs equitable is through a transportation system.</p>					
	<p>b. Each campus will continue to host signature programs unique to their campus but open to all students (i.e.-MLK parade, Disney Leadership Series, ULS, Stampete'd)</p>	Dean of Students	Coordinated Campus wide signature programs	Fall 2020	Ongoing	Programming Boards, SG, FSL, Campus Partners, local communities, System steering committees
	<p>c. In order to ensure equitable access, USF Bull Runner will establish a continuous route among all three campuses to encourage participation and accessibility across the system.</p>	Tampa SG	Equitable access to campus programs and events regardless of host campus	ASAP	Ongoing	
	<p>d. Continue to coordinate centralized Homecoming, USF Week with campus-specific programming</p>	USF System Steering Committee	Coordinated Homecoming/USF Week Schedules	Already Happening	Ongoing	Steering Committee, Programming Boards, Christine (Sarasota), Akyanna (St. Pete), Josh Wilson (Tampa)
	<p>e. Establish coordinated efforts for current and future programs, i.e. Stampede of Service, Spring Break Trips, Heritage Months, International celebration, education</p>	Tampa - OMA & CLCE, St. Pete LSO & OMA, Sarasota Student Engagement /SG	Increase in opportunities for all system students	Fall 2020	Ongoing	Tampa CLCE- Sarasota Student Engagement, St. Pete Leadership & Student Orgs, Tampa OMA, St. Pete OMA

Board of Trustees Workshop - Draft CIC Report to President Genshaft

	f. Coordinated SG tailgates and Bulls blitz (first games, Homecoming game, War on I-4 game, etc.)	Student Government from Tampa, St. Pete, & Sarasota	Increased school pride	Fall 2020	Ongoing	SG
	g. Each campus will continue to have a campus programming board while also working collaboratively to serve a consolidated USF	St. Pete Student Programs Coordinator, Tampa CAB Advisor, Sarasota CAB advisor	Each campus will maintain unique identity from a student programming perspective	Fall 2020	Ongoing	HAB (St. Pete) CAB (USF Tampa), Sarasota Programming
	h. Coordinated student memorial process	Student Government from Tampa, St. Pete, & Sarasota	Recognition of all system deceased students, faculty, and staff	Fall 2020	Ongoing	SG
	i. Establish a USF system curriculum for Safe Zone, UnDocuAlly	USF Tampa OMA -	consistency of curriculum and training delivered	FALL 2020	Ongoing	Each Campus's OMA & Wellness departments
	j. Implement system-wide weekly campus Involvement/activity hour	Dean of Students	Dedicated time for student engagement	Fall 2020	Ongoing	System Wide Campus Partners including Faculty & Staff
	k. Expand Golden Bull and other student recognition programs to all campuses	USF Student Affairs	Increased Connection to the USF System	Fall 2020	Ongoing	System Student Affairs
IV. Student Center	a. While equitable access to Student Centers is desirable, the effort is contingent in part on how student fees will be distributed and collected. Each campus has very different Student Centers and very different Student Center fees. Every facility is maxed out on its usage currently, so adding more programs and/or bodies to programs is going to be challenging without expansion of current centers.					
	b. Review and revise space, event, meeting and reservation procedures, policies, and guidelines	USF System Student Centers Staff	Ensure that all student center staff and users operate collaboratively to serve a consolidate USF System	2019	Ongoing	Student Center Staff, USF System Student organizations, faculty, staff and university departments, local and national organizations, and potential new students
	c. Consider that the Student Centers fee should be examined thoroughly to determine the impact on the Activity and Service fee per credit hour	Student Center Directors, USF System Financial Officers, USFSP and USFT Student Government Associations	We will need to determine how the student centers will be funded with the addition of a new A&S fee structure under a consolidated USF system	2020	Ongoing	USF Business Offices; All A&S Funded entities - SGA's, RSO's, Departments, etc.; USF System Comptrollers, Student Centers Staff
V. Student Conduct	a. Consider the creation of an appropriate oversight structure to ensure consistency in adjudication across the three campuses.					
	b. Consider maintaining student conduct offices on each campus with the same name, mission, vision, core values, and communication tools.	Student Rights and Responsibilities	Consistent messaging to students	2019	Summer 2019 - so that all handbooks are updated for Fall 2020	Legal Counsel, Students, Student Conduct offices
	c. Consider that all campuses continue to work together to ensure the USF Student Code of Conduct properly supports the living and learning environment of USF and reports of violations are properly addressed in accordance with the Code.	Directors of Conduct Offices	consistent student conduct processes in compliance with SACS	2019	Summer 2019 - so that all handbooks are updated for Fall 2020	Legal Counsel, Students, Student Conduct offices, Residential Education
	d. Consider that all campuses continue to use the same judicial database with access to view all USF student cases	Student Rights and Responsibilities	consistent student conduct processes in compliance with SACS	2018	2020	Legal Counsel, Students, Student Conduct offices, Residential Education, DOS, SDS, SOS, SOCAT, Victims' Advocacy, IT
	e. Consider that all campuses have consistent processes and forms with USF system letterhead but office-specific contact information	Directors of Conduct Offices	consistent student conduct processes in compliance with SACS and consistent messaging to students	2019	Summer 2019 - so that database can go live for Fall 2020	Legal Counsel, Students, Student Conduct offices
	f. Consider instituting regular case management meetings to ensure consistency, communication, and collaboration	Directors of Conduct Offices	consistent student conduct processes in compliance with SACS	2020	ongoing	Legal Counsel, Students, Student Conduct offices, Deans of Students
	g. Consider that referrals come through one database and behavior is addressed at the campus the incident occurred. In instances where this may be problematic, offices will discuss and decide where it should be resolved.	Directors of Conduct Offices	consistent student conduct processes in compliance with SACS and consistent messaging to students	2020	2020	Legal Counsel, Students, Student Conduct offices, Deans of Students
	h. Consider that the appeals stay with the campus office that addressed the behavior	Deans at each campus that serve in appellate roles	consistent grievance process in compliance with SACS	current	Ongoing	Legal Counsel, Students, Student Conduct offices, Deans of Students
	i. Consider the Admissions Prior Conduct process continues to be a system wide process with the Tampa campus being the coordinating office	Directors of Conduct Offices	consistent student conduct processes in compliance with SACS	current	Ongoing	Admissions, Legal Counsel, Students, Student Conduct offices, Deans of Students
	j. Consider that training processes are collaborative and consistent for boards, GAs, hearing officers and professional and residential staff.	Directors of Conduct Offices	consistent student conduct processes in compliance with SACS	2019	2020	Legal Counsel, Students, Student Conduct offices
	k. Consider provisions of consistent and equitable access to educational and outreach programs.	Directors of Conduct Offices	consistent student conduct processes in compliance with SACS	2019	2020	Legal Counsel, Students, Student Conduct offices

Board of Trustees Workshop - Draft CIC Report to President Genshaft

	<p>VI. Fraternity & Sororities</p>	<p>a. The committee requested that the Director of FSL research and benchmark how other campuses administer Greek life with multiple campuses and gather feedback from national organizations currently hosted at Tampa on their openness to having students from all three campuses. After reviewing the information the committee felt that currently one campus should administer Greek life, but make it open to all students. There was also a discussion about reviewing the membership activities as students live into the new structure to determine the need for expansion of either chapters at the other campuses, or adding more chapters in general. However, all staff and students consulted agreed that this would only work if there was transportation between all three campuses and there was an exploration of utilizing other facilities for chapter meetings beyond the MSC and chapter houses, as membership has outgrown these spaces. There was a recognition that technology could be used to enhance access. There may also be a need to increase staffing or add fraternity and sorority responsibilities to other student involvement staff on each campus. These considerations are once again dependent on how fees will be attributed as the staff and programming are funded through these fees.</p> <p>b. Recommend sustaining FSL main, centralized operations at Tampa campus with participation accessible for students from other campuses.</p>	<p>Director of Student Involvement at each campus</p>	<p>Allows all students to have access to fraternities and sororities</p>	<p>2019</p>	<p>Preparation for summer recruitment 2020</p>	<p>Students, SG, Alumni Relations, Student Centers, Housing, Residential Education, Directors of Student Involvement, Student Conduct offices</p>
<p>General Education & Curricular Alignment</p>	<p>A. Develop a plan to ensure Gen Education requirements meet the accreditation standards and reflect the distinctive identities of each campus</p>	<p>I. Curricular Alignment: There must be one GenEd program across the system. This program should be unified to help ensure student success while also protecting unique campus identities. GenEd leadership from all three campuses must meet to discuss the options for a consolidated GenEd program which will include:</p> <p>a. Discuss the best way to consolidate GenEd</p> <p>b. Identify existing areas of overlap</p> <p>c. Determine the best way to teach out existing GenEd/Core programs on all campuses</p> <p>d. Determine the best way to ensure standardized approved student learning outcomes in a way that also preserves individual campus, faculty, and course identities.</p> <p>II. Course Alignment: All courses certified for the new Enhanced General Education framework must be the same across all campuses. Departments and colleges across the system must engage in meaningful discussions to align GenEd offerings:</p> <p>a. Identify current overlap and divergence to understand the scope of the issue</p> <p>b. Revise the leadership-imposed "cap" on the number of general education courses that can be certified to ensure all campuses have equal opportunity to participate in building the new Enhanced GenEd Program</p> <p>c. Implement new processes around GenEd course review and approval on all campuses.</p> <p>III. Assessment: There must be one standard method of assessment for the GenEd Program across the system. GenEd leadership must create a consolidated assessment plan for the new Enhanced General Education Program.</p> <p>a. Form a subcommittee of faculty from all three GECs to develop a comprehensive consolidated assessment plan.</p> <p>IV. Structure/Ownership: There must be one consolidated GenEd council to make overarching decisions by campus-specific subgroups. GenEd oversight/leadership must be maintained on each campus to preserve their unique identity, assist in assessment and implementation, and be an easily available resource to faculty. A consolidated GEC should be formed, consisting of representation from all campuses; Individual campuses will identify/define GenEd leadership on their campus (i.e., campus-specific GEC sub-groups and a designated leader) *Note: campus sub-groups should be made of approved GEC members.</p> <p>a. There will be one consolidated GEC with a Chair that rotates between campuses every 2-3 years.</p> <p>b. The consolidated GEC will meet once per month with location rotating among campuses; they will work off of recommendations from subcommittees at each campus.</p> <p>c. There will be subcommittees on each campus that meet bi-weekly and vet approvals from that campus and then bring recommendations to the full GEC.</p> <p>d. Each campus subcommittee will have its own chairs, whose appointment is determined by that campus. These subcommittee chairs will also assist with assessment, implementation, faculty issues and more to help ensure a coherent GenEd curriculum that ensures student and faculty success across the system.</p>	<p>GenEd Leadership: Assistant Dean of General Education, Assessment, and Communication, USF Tampa; Chair, USF Tampa General Education Council; Director of General Education, and Core Curriculum Coordinator, USF Sarasota-Manatee; Chair of General Education Committee, USF St. Petersburg</p>	<p>SACSCOC requirement Academic Program implications Student Success</p>	<p>May 2018</p>	<p>Ongoing</p>	<p>Each campus Students Faculty</p>
			<p>GenEd Leadership (all campuses)</p>	<p>SACSCOC requirement Academic Program implications Student Success</p>	<p>May 2018</p>	<p>Ongoing</p>	<p>Each campus Students Faculty</p>
			<p>GenEd Leadership (all campuses)</p>	<p>SACSCOC requirement Institutional Research</p>	<p>August 2018</p>	<p>October 2018 (and ongoing)</p>	<p>Each campus Faculty Institutional Research Academic Affairs Undergrad Studies</p>
			<p>GenEd Leadership (all campuses)</p>	<p>SACSCOC accreditation HB language, which requires each campus to maintain their unique identity HB language which requires "minimal impact" in terms of employment disruptions Institutional research Faculty training and development Assessment Continuous improvement Student success Community engagement that extends the influence of USF through high impact practices</p>	<p>July 1, 2020</p>	<p>Beyond</p>	<p>Each campus Students Faculty Community partners and geographic regions</p>
	<p>B. Develop an overarching delivery model for clusters of talent and homes for programs</p>	<p>I. Academic Programs & Course Delivery Develop a process to determine the best mode of delivery of courses without duplication</p> <p>a. Continue to explore alternative delivery modes (e.g. hybrid, asynchronous, synchronous) and creative uses of technology to increase student access and increased student learning outcomes</p>	<p>Academic Affairs; Colleges/Deans DL Leaders</p>	<p>a. The student learning outcomes for the same major and same degree are expected to be the same. All students must have equal access to all student services. The faculty governance structure must be aligned to ensure faculty control of the curriculum.</p>	<p>November 2018</p>		<p>Students; Faculty</p>
					<p>November 2018</p>		<p>Students; Faculty</p>

Board of Trustees Workshop - Draft CIC Report to President Genshaft

<p>b. Develop a process and policy governing the decisions around the mode of delivery in order to track online courses and avoid duplication</p>	<p>College Deans and Undergrad and Grad Councils</p>	<p>a. Curricula for the same degree (e.g. BS in Accounting) must be the same regardless of campus location. Cannot have different programs of study for the same major (e.g. BS in Accounting) on each campus. The student learning outcomes for the same major and same degree are expected to be the same. The faculty governance structure must be aligned to ensure faculty control of the curriculum. b. 3 Freshman Retention Rate; 90 percent or higher for full-time, first-time-in-college students 4 Four-year Graduation Rate; 60 percent or higher for full-time, first-time-in-college students</p>	<p>January 2019</p>	<p>July 2019</p>	<p>Faculty</p>
<p>c. Conduct analysis of each course based on pedagogy and learning outcomes</p>	<p>DL Teams and Faculty</p>	<p>The student learning outcomes for the same major and same degree are expected to be the same. The faculty governance structure must be aligned to ensure faculty control of the curriculum. b. 3 Freshman Retention Rate; 90 percent or higher for full-time, first-time-in-college students 4 Four-year Graduation Rate; 60 percent or higher for full-time, first-time-in-college students</p>	<p>January 2019</p>	<p>July 2020</p>	<p>Students; Faculty</p>
<p>d. Define processes and communication plans.</p>	<p>Faculty Senate</p>	<p>The faculty governance structure must be aligned to ensure faculty control of the curriculum.</p>			<p>Students; Faculty; Staff</p>
<p>e. Investigate the use of master courses to ensure consistency across campuses.</p>		<p>a. There must be one general education program for the new USF institution. There can only be one College of the same field of study (e.g. Business, Education, Engineering). Programs must roll up to a single College with a clear administrative structure and reporting lines. Curricula for the same degree (e.g. BS in Accounting) must be the same regardless of campus location. Cannot have different programs of study for the same major (e.g. BS in Accounting) on each campus. The student learning outcomes for the same major and same degree are expected to be the same. The faculty governance structure must be aligned to ensure faculty control of the curriculum.</p>	<p>January 2019</p>	<p>July 2020</p>	<p>Students; Faculty; Staff</p>
<p>f. Ensure the application of academic policies across locations</p>		<p>a. The faculty governance structure must be aligned to ensure faculty control of the curriculum.</p>	<p>January 2019</p>	<p>July 2020</p>	<p>Students; Faculty; Staff</p>
<p>II. Technology Infrastructure Create a purposeful student-centered digital learning environment to include the need for innovation in pedagogy, course design that are enabled or supported by technology.</p>					
<p>a. Partner with the System CIO to perform an environmental scan of existing technology infrastructure</p>	<p>CIO and Digital Learning</p>	<p>a. SACSCOC b. All students must have equal access to all student services.</p>	<p>January 2019</p>	<p>July 2020</p>	<p>Students; Faculty; Staff</p>
<p>b. Create active classrooms in order to ensure student access on all campuses (host and home)</p>	<p>CIO/DL</p>	<p>a. All students must have equal access to all student services b. 3 Freshman Retention Rate; 90 percent or higher for full-time, first-time-in-college students 4 Four-year Graduation Rate; 60 percent or higher for full-time, first-time-in-college students</p>	<p>December 2018</p>	<p>Ongoing</p>	<p>Students; Faculty</p>
<p>c. Utilize technology to enhance collaboration among faculty and students</p>	<p>CIO/VP SASS/DL</p>	<p>b. 3 Freshman Retention Rate; 90 percent or higher for full-time, first-time-in-college students 4 Four-year Graduation Rate; 60 percent or higher for full-time, first-time-in-college students</p>	<p>January 2019</p>	<p>Ongoing</p>	<p>Students; Faculty</p>
<p>d. Develop a digital literacy module and support for students</p>	<p>Dean-UGS</p>	<p>b. 3 Freshman Retention Rate; 90 percent or higher for full-time, first-time-in-college students 4 Four-year Graduation Rate; 60 percent or higher for full-time, first-time-in-college students</p>	<p>January 2019</p>	<p>July 2020</p>	<p>Students; Faculty; Staff</p>
<p>e. Evaluate new technologies that can assist faculty in meeting the needs of students</p>	<p>DL Leaders</p>	<p>To support continual efforts toward student learning outcomes (success)</p>	<p>January 2019</p>	<p>Ongoing</p>	<p>Students; Faculty; Staff</p>
<p>f. Develop a strategy around learning analytics to include requirements gathering and determining how to use existing systems (Canvas, Civitas)</p>	<p>DL Leaders, VP-SASS, Dean UGS</p>	<p>To enhance retention through learning analytics that will be integrated into predictive analytics dashboard</p>	<p>January 2019</p>	<p>Ongoing</p>	<p>Students; Faculty; Staff</p>
<p>g. Explore the integration of digital learning into the undergraduate experience through mixed-modalities and design student support services</p>	<p>Dean UGS, DL Leaders, College Deans</p>	<p>To provide support to students regardless of mode of delivery to ensure student progression</p>	<p>January 2019</p>	<p>Ongoing</p>	<p>Students; Faculty; Staff</p>
<p>III. Quality & Assessment Create a standard for evaluation of the design and development of online courses. All campuses must deliver courses that are consistent with the national standards. Currently, there are a number of duplicative courses offered on the various campuses. A single rubric is required to ensure quality learning outcomes.</p>					

Board of Trustees Workshop - Draft CIC Report to President Genshaft

a. Emphasize value (best practices, alignment, skills, continuous improvement) of mixed modalities	DL Leaders	Faculty development to provide understanding of and guidance for different teaching models.	January 2019	Ongoing	Students; Faculty; Staff
b. Establish a process to track quality and high-quality certification data to meet state BOG guidelines	DL Leaders	To meet the goals set by the BOG and to ensure faculty have the tools and knowledge of use of tools to impact student learning outcomes	January 2019	Ongoing	Students; Faculty; Staff
c. Implement quality standards, and ongoing assessment and improvements to programs, curricula and courses delivered in a variety of modes	DL Leaders	a. The student learning outcomes for the same major and same degree are expected to be the same. The faculty governance structure must be aligned to ensure faculty control of the curriculum. b. 3 Freshman Retention Rate; 90 percent or higher for full-time, first-time-in-college students 4 Four-year Graduation Rate; 60 percent or higher for full-time, first-time-in-college students	January 2019	Ongoing	Students; Faculty; Staff
d. Develop quality assurance frameworks, guidelines, and benchmarks for USF	DL Leaders	To ultimately impact student success	January 2019	July 2019	Students; Faculty; Staff
IV. Professional Development Provide training and development for faculty to ensure faculty across campuses receive consistent training and support and that they are able to teach in engaging ways to enhance student learning outcomes					
a. Establish faculty professional development opportunities to meet the standards of the 2025 State University System Strategic Plan for Online Learning published by the Florida Board of Governors in 2018	Dean UGS, DL Leaders	Faculty will need professional development to acquire skills for teaching in various modes of delivery	January 2019	Ongoing	Faculty; Staff
b. Maintain records on faculty participation in the faculty online certification course	DL Leaders	SACSCOC requirement	November 2018	Ongoing	Faculty; Staff
c. Create a community of practice where all faculty training and resources are centralized for easy access	DL Leaders	Ensure all campuses have resources to provide professional development	January 2019	Ongoing	Faculty; Staff
d. Continuous training for instructional designers emphasizing a consistent approach to development	DL Leaders	In order to design and develop courses consistent with learning outcomes to achieve student success	November 2018	Ongoing	Staff; Students
e. Develop outcome measures that focus on the impact of faculty development on student learning	DL Leaders, Dean UGS	Student success; SACSCOC; Preeminence	January 2019	Ongoing	Faculty; Students
V. Resources Ensure that all campuses have the resources to support the teaching and learning process regardless of modality, home or host campus					
a. Hire additional instructional designers to meet the demand	DL Leaders/Administration	To effectively meet the needs of faculty in the development of courses needed to enhance access across campuses.	July 2019	July 2020	Students; Faculty; Staff (DL)
b. Monitor the distance learning fees in order to evaluate use is consistent with State guidelines	DL Leaders/Finance	Accountability	January 2019	Ongoing	Students; Faculty; Staff (DL)
c. Employ cost-effective approaches to online learning	DL Leaders	To avoid increased costs and fee increases	November 2018	Ongoing	Students; Faculty; Staff (DL)
d. Provide additional resources and training to support hybrid and online development for faculty	Administration	To provide our students with the most effective mode of delivery to achieve student success	July 2019	Ongoing	Students; Faculty; Staff (DL)
e. Create budgetary plans that can be implemented quickly	Administration/DL Leaders	Ensure that campuses are receiving the budget to cover increased costs	July 2019	July 2020	Students; Faculty; Staff (DL)
f. Provide additional support to enhance student services for online students	VP SASS	a. All students must have equal access to all student services	July 2019	Ongoing	Students; Staff
g. Ensure all campuses have sufficient equipment and facilities to accomplish their primary purpose of delivering high-quality instruction	CIO/DL Leaders/Administration	a. All students must have equal access to all student services	July 2019	July 2020	Students; Faculty; Staff
C. Explore whether and how separate educational missions would be beneficial to the future of each campus					
I. Provide space for each campus to have a conversation about what makes them distinct academically, and how this informs academic program choices.	Campus leadership	Distinct campus identity			
a. Each campus should appoint a "Campus Identity" task force to explore and provide recommendations to leadership.			Spring 2019	Summer 2019	Campus committee, community stakeholders
b. Campus leadership should share internal planning with the campus community					
c. Community stakeholder input will be solicited prior to a formal set of recommendations. Formal recommendations will be sent to the President and the Board of Trustees for consideration.					
II. Identify which programs will need to be represented on each campus with similar resource levels.	Deans	Campus programs of parity			
a. Direct academic leadership (Deans) to determine which academic programs should be at an equivalent level of resources.			Spring 2019	Summer 2019	Program leadership, Program faculty
b. Convene program leadership from each program across all campuses to document additional resources needed to bring programs to a level of parity across campuses.					
c. Deliver a roadmap of parity with prioritization of programs to the President and the Board of Trustees for consideration.					
III. Identify which programs should retain distinct features and the nature of those features.	Deans	Campus programs of distinction			
a. Direct academic leadership (Deans) to determine which programs should be distinct based on the process from Focus Area.			Spring 2019	Summer 2019	Campus leadership, system leadership, program leadership
b. Identify the ways in which a program is distinct, such as degree, degree level (undergraduate versus graduate), and resources (such as teaching laboratories).					
IV. Develop workload standards and guidelines that provide a path for promotion and promote excellence among all faculty.	System leadership	Align workload and advancement, tenure and promotion			
a. For faculty in programs of distinction, a faculty committee appointed by the campus Dean will examine if there are aspects of faculty workload (course load, access to research resources) that will require differential advancement, tenure, and promotion requirements.			Spring 2019	Summer 2019	

Board of Trustees Workshop - Draft CIC Report to President Genshaft

<p>D-E. Make recommendations for synthesizing and integrating courses and programs, informed by robust data and labor market trends; E. Align academic offerings and identify opportunities to leverage unique strengths of campuses</p>	<p>I. Faculty should look for the following in an effort to identify duplicates across campuses within disciplines: a. CIP code matches b. Program title matches/partial matches c. Duplications within and across curricular offerings (e.g. major-to-major match, major-to-concentration match, minor-to-certificate match).</p>	Department Chairs/School Directors	Curricular Alignment is a SACSCOC Requirement	November 2018	January 2019	Faculty Students	
	<p>II. Faculty should consult local job market data and consider unique strengths of the campuses when making decisions about aligned curriculum.</p>	Department Chairs/School Directors	Curricular Alignment is a SACSCOC Requirement	November 2018	January 2019	Faculty Students	
	<p>III. Faculty should review the curriculum across systems - in the catalog (the single reference point for all other systems), in Banner, and in Degree Works as there has been drift and neglect over the years. For example, Degree Works does not necessarily match the catalog as it should (e.g., "hides").</p>	Department Chairs/School Directors	Curricular Alignment is a SACSCOC Requirement Providing unclear information to students impacts Time to Degree (Preeminence Metric)	November 2018	January 2019	Faculty Students	
	<p>IV. Faculty across all three campuses should receive the Provost's curriculum review guidelines from Spring 2018 (e.g. maximum 120 SEM, full curricular integration with General Education enhancements, seek input from stakeholders, integrate QEP course certification and High Impact Practices, etc.) and keep them in mind while aligning curriculum.</p>	Provosts/RVCAAs	Recommendation from Provost Wilcox	November 2018	January 2019	Faculty Students	
	<p>V. Faculty should minimize variable credit courses and convert special topics courses to permanent courses.</p>	Department Chairs/School Directors	Providing unclear information to students impacts Time to Degree (Preeminence Metric)	November 2018	January 2019	Faculty Students	
	<p>VI. Following curricular alignment decisions, the following details should be addressed/aligned: a. Existing courses in duplicated programs b. Admission requirements and deadlines c. Program pre- and co-requisites d. Common core/major requirements e. Prescribed electives f. Number of program hours g. Comprehensive/Qualifying exams h. Project/Thesis/Dissertation requirements i. Exit requirements j. Off-site locations (off-site campuses for SACSCOC purposes) k. Suspension and/or termination of curricular offerings</p>	Department Chairs/School Directors	Curricular Alignment is a SACSCOC Requirement Providing unclear information to students impacts Time to Degree (Preeminence Metric)	January 2019	March 2019	Faculty Students	
	<p>VII. The SCNS Liaison Role should be centralized to UGS and OGS (for undergraduate and graduate courses, respectively) and should be held by someone with academic faculty experience, with backup</p>	Dean of Undergraduate Studies Dean of Graduate Studies	State requirement to have an SCNS liaison	Fall 2019	Fall 2019	UGS and OGS Staff	
	<p>VIII. The full cycle of the course and curricular proposal process, ending with catalog production should be housed in UGS and OGS (for undergraduate and graduate proposals, respectively).</p>	Dean of Undergraduate Studies Dean of Graduate Studies	Tracking and documenting this process is a SACSCOC requirement. Centralizing it will make this process more efficient.	Spring 2019	Fall 2019	Faculty UGS and OGS staff	
	<p>IX. New degree programs should continue to be handled through ODS before being vetted through UGS/OGS and UGC/GC.</p>	VP for SPPA	Provost-level oversight is necessary for this as is BOG interaction.	N/A	N/A	ODS Staff	
	<p>X. All curricular offerings must be consistent with currently approved policies and the current catalogs. For example, pre-majors and exploratory curriculum are not in the catalog and were not vetted through faculty councils.</p>	Chairs/Directors	Vetting is a requirement of SACSCOC Providing unclear information to students impacts Time to Degree (Preeminence Metric)	November 2018	January 2019	Faculty Students	
	<p>XI. Single, cross-campus versions of the Undergraduate Council, General Education Council, and the Graduate Council should be created with equitable representation from all three campuses. These faculty councils will review and approve/deny all course and curriculum changes as well as new course and curricular offerings and new/revised policies related to curriculum. Individual colleges and departments should determine the process for curriculum vetting through their respective units. Note: In some cases (e.g., General Education), subcommittees on each campus may exist to vet approvals from that campus and then bring recommendations to the larger council.</p>	Faculty Senate	Faculty oversight of curriculum is a requirement of SACSCOC	Spring 2019	Spring 2019	Faculty UGS and OGS staff	
	<p>XII. A committee should be formed to formally outline the process for policy revisions and new policies. Decision points and responsible officers should be described.</p>	Office of General Counsel	Providing unclear information to students impacts Time to Degree (Preeminence Metric)	Summer 2019	Fall 2019	Faculty Students Staff	
	<p>XIII. UGS and OGS should examine academic policies currently represented in the catalogs across campuses and align those policies. Following this alignment, a gap analysis should be conducted to identify new policies that are needed (e.g. academic standing policy).</p>	Dean of Undergraduate Studies Dean of Graduate Studies	Providing unclear information to students impacts Time to Degree (Preeminence Metric)	Spring 2019	Fall 2019	UGS and OGS Staff Faculty Students	
	<p>F. Make recommendations for rationalizing overlapping schools and shaping unique identities for each school (e.g. the Muma College of Business and the Kate Tiedemann College of Business)</p>	<p>I. Provide space for each campus to have a conversation about what makes them distinct academically, and how this informs academic program choices. The unit leaders will determine where the strengths overlap and where a home/host campus offering should be. a. Each academic unit will identify key programs which will be offered as "Home" or "Host" sites. b. Each academic unit will address undergraduate and graduate programs state and national accreditation standing where applicable.</p>		Distinct college/academic unit identity	Fall 2018	Spring 2019	Students, campus leaders, academic leaders, department chairs
	<p>II. Identify faculty rank, area of research, research productivity, and area of teaching emphasis. a. Academic unit leaders across three campuses will identify faculty research strengths, current teaching loads, and curricular or subject area background to determine how best to uphold Preeminence and increase a national research impact which aligns to the</p>		Faculty bandwidth	Fall 2018	Summer 2019		

Board of Trustees Workshop - Draft CIC Report to President Genshaft

		<p>III. The USF system campuses each support and enhance the needs within their respective communities.</p> <p>a. Academic and campus leaders must factor the student and community needs through the consolidation.</p> <p>b. Commute/Access/Financial Benefit-Ability for students to earn degree programs at affordable cost based on community location in the Tampa Bay area.</p> <p>c. Distinction-Ability for students to select campus offerings to meet the needs important to them.</p> <p>d. USF-Athletics, metropolitan, urban, large, access to on campus resources</p> <p>e. USFSP - Arts, Innovation District, waterfront, small student-faculty ratio, USGS, marine science, sustainability</p> <p>f. USFSM - Hospitality, arts, business, education</p>	Community Needs		Spring 2019	Summer 2019	
		<p>IV. Determine academic unit programs and seek student-centered approaches to streamlined curriculum and academic content.</p> <p>a. Narrow list of academic unit programs</p> <p>b. Align program student learning outcomes with respective program CIP codes or name (e.g. Educational Leadership, M.Ed. is the same CIP across three campuses but each campus has varied core course components).</p>	Existing Programs		Fall 2018	Summer 2019	
		<p>V. Determine the binary functions of the academic unit distinctiveness and provide the optimal student pathway on the continuum.</p> <p>a. Identify those academic programs that are separately accredited or lead to specialized certification</p> <p>b. Align core curricular courses which can be offered at multiple sites and in varied student learning modalities</p>	Distinctiveness Continuum		Spring 2019	Summer 2019	
Faculty Affairs	<p>A. Make recommendations for tenure and/or promotion guidelines, including faculty workload and expected research contribution, and recommendations to grow and strengthen the faculty</p>	<p>I. In Spring 2019, an <i>ad hoc</i> committee of faculty and administrative representatives from all three campuses should be formed to revise and consolidate existing campus tenure guidelines documents into a single university guidelines document that is in accordance with the newly consolidated institution. The committee's work should be completed before the end of the Spring 2019 semester.</p>	Faculty and Administration	SACSCOC requirement; Preeminence metric	1/15/2019	5/30/2019	Faculty
		<p>II. Tenure-earning faculty presently at USF - Sarasota-Manatee and USF - St. Petersburg whose tenure-earning appointment began in the 2013-14 or 2014-15 academic year, the tenure and/or promotion criteria of their current home institution shall be applied if the case is to be completed before June 30, 2020, unless exceptions to the tenure clock period have been approved.</p>	Faculty and Administration	SACSCOC requirement; Preeminence metric	8/1/2019	6/30/2020	Faculty
		<p>III. USF Sarasota-Manatee and USF St. Petersburg faculty whose tenure earning positions began in the 2015-16 academic year will be the first faculty cohort to be considered for tenure at the newly consolidated University of South Florida in Fall 2020. Because they will have three years of service prior to a change in standards (assuming a Spring 2019 implementation of tenure guidelines), as per Article 15.4 of the CBA, these faculty may elect to be considered under USF criteria or the years of service prior to a change in standards (assuming a Spring 2019 implementation of tenure guidelines), as per Article 15.4 of the CBA, these faculty may elect to be considered under USF criteria or the tenure standards in existence at the regional institution of their employment prior to consolidation. It is recognized that this will result in one academic year where faculty in the same units may be considered under different tenure standards. While this has some potential negative consequences, this condition is necessary in order to comply with the cited provision of the CBA.</p>	Faculty and Administration	SACSCOC requirement; Preeminence metric	8/1/2019	6/30/2020	Faculty
		<p>IV. In the case of USF - Sarasota-Manatee and USF - St. Petersburg faculty whose tenure earning appointment began in the 2016-2017 or 2017-2018 academic years, USF criteria will be applied, but such faculty will be given the opportunity to delay their mid-tenure reviews by one year and tenure applications by two years and one year respectively. It is understood that these extensions will require approval of the United Faculty of Florida. Absent that approval, the extensions will not be granted. In all of the cases listed above, tenure earning faculty will automatically have their tenure clocks extended. However, none of these faculty are required to extend their mid-tenure or tenure clocks, and may be considered for tenure during their regularly scheduled period if they so choose by giving notice one month prior to the submission date required by the unit that will be their tenure home.</p>	Faculty and Administration	SACSCOC requirement; Preeminence metric	8/1/2019	6/30/2020	Faculty
		<p>V. In the case of tenure-earning faculty at USF - Sarasota-Manatee and USF - St. Petersburg whose tenure earning employment began with the 2018-19 academic year, USF criteria will be applied.</p>	Faculty and Administration	SACSCOC requirement; Preeminence metric	8/1/2019	6/30/2020	Faculty
		<p>VI. USF - Sarasota-Manatee and USF - St. Petersburg faculty who were hired with years of credit toward tenure may extend their mid-tenure review and/or tenure clocks by utilizing the provisions specified in Article 15.6.c of the CBA, i.e. by withdrawing all or a portion of such credit, or through the provisions shown above. Both provisions may not be utilized.</p>	Faculty and Administration	SACSCOC requirement; Preeminence metric	8/1/2019	6/30/2020	Faculty
		<p>VII. Because there are no time-specified deadlines for faculty being considered for promotion to Full Professor, the provisions above apply only to faculty being considered for tenure. USF criteria will apply to all faculty being considered for promotion to Full Professor after July 1, 2020.</p>	Faculty and Administration	SACSCOC requirement; Preeminence metric	8/1/2019	6/30/2020	Faculty
		<p>VIII. As per the CBA (Article 9.3.D), "each employee shall be given assignments which provide equitable opportunities, in relation to other employees in the same department/unit, to meet the required criteria for promotion, tenure, successive fixed multi-year appointments, and merit salary increases." If equitable resources for scholarship are not available to the employee because of inherent limitations of the principal place of employment, then resource availability is to be considered when conducting annual performance reviews and evaluating tenure and promotion applications. Such consideration will be made in the context of maintaining overall unit performance consistent with maintaining the university's Preeminent status.</p>	Faculty and Administration	SACSCOC requirement; Preeminence metric	8/1/2019	6/30/2020	Faculty
		<p>IX. Faculty with the rank of Instructor will also be evaluated by a single set of career promotion guidelines upon consolidation as of July 1, 2020, as will other non-tenure track positions with career promotion pathways.</p>	Faculty and Administration	SACSCOC requirement; Preeminence metric	8/1/2019	6/30/2020	Faculty
		<p>X. Tenure-track faculty currently employed at all three campuses who elect not to pursue the research expectations of a R1 Doctoral Universities - Highest Research Activity have the option to request conversion of their lines to those of non-tenure track instructors prior to their tenure decision. This request is subject to approval of their department/unit and other appropriate upper administrative units. Appointment to Instructor will not be made following a tenure denial. It is recommended that the University establish a renaming of non-tenure track positions that are dedicated to teaching (i.e., the current Instructor rank), and that those titles more clearly denote promotions within that rank.</p>	Faculty and Administration	SACSCOC requirement; Preeminence metric	8/1/2019	6/30/2020	Faculty

Board of Trustees Workshop - Draft CIC Report to President Genshaft

B. Recommend the optimal organizational structure and reporting lines for academic departments and recommend administrative support consistent with the optimal organizational structure for academic departments	<p>I. Guiding Principle: USF will be one University with three campuses. Although each campus may have distinct qualities, the consolidated university operates as a Preeminent SUS institution with one mission. The Tampa Campus will be the "main campus" with Sarasota-Manatee and St. Petersburg being referred to as "regional campuses." Deans and department chairs are responsible for the success of assigned faculty across all three campuses, inclusive of meeting Preeminence, AAU, and PBF metrics.</p>	Faculty and Administration	SACSCOC requirement	8/1/2019	6/30/2020	Faculty and Administration
	<p>II. Colleges versus Schools: To be designated as a College, a unit should have a critical mass of full-time tenured/tenure-track faculty, the exact number to be subsequently determined. Until a unit reaches the specified critical mass of faculty, along with sufficient justification that it offers a unique and independent program of study leading to a degree, that unit shall be designated as a School.</p> <p>The primary administrative (or home) office for any College or School must reside on only one campus, whereas each may have secondary (or hosted) administrative presence on other campuses. Independent Colleges (i.e., not present on other campuses) may be established on any of the campuses, but they must conform to the established criteria for that designation. There shall not be duplicate Colleges/Schools anywhere within the multi-campus system.</p>	Faculty and Administration	SACSCOC requirement	8/1/2019	6/30/2020	Faculty and administration
	<p>III. Schools versus Departments: The consolidated university should have a standardized and consistent definition of what constitutes a Department and a School (both at the larger and more micro levels), and academic units should be named accordingly.</p>	Faculty and Administration	SACSCOC requirement	8/1/2019	6/30/2020	Faculty and administration
	<p>IV. Offices: USF Tampa has several quasi-academic offices, including the Office of Undergraduate Studies and the Office of Graduate Studies. Neither qualifies as a College or School. However, both are headed by individuals with the title Dean. It would be wise for the two regional campuses to have an administrative position designated to operate within these offices. For instance, there could be a Dean on the main campus and Associate Deans on each of the campuses.</p>	Faculty and Administration	Other	8/1/2019	6/30/2020	Faculty and administration
	<p>V. Reporting Lines: There shall be at least one person designated to provide administrative support for programs or other curricular offerings at any campus on which a Department/School offers instruction. The number and level of such positions will depend upon the size and scope of the programs administered. For a program operating at a campus other than the primary (or home) location of a unit, linkages and reporting lines to counterparts at the primary location shall be explicit. This does not preclude the possibility of combining administrative support across multiple units on a campus as may be needed for programs with small numbers of students and faculty.</p>	Faculty and Administration	Other	8/1/2019	6/30/2020	Faculty and Administration
	<p>VI. New Degrees: When considering new degrees, regardless of campus, student and community demand for the degrees, the sustainability of the degree offerings, student success metrics (high impact practices, course completion, graduation and retention, etc.), and available support infrastructure (labs, classrooms, GA funding, etc.) are crucial elements that must be considered when developing the degree proposal.</p>	Faculty and Administration	Other	8/1/2019	6/30/2020	Faculty and Administration
	<p>VII. Concentrations: Each campus may have specific concentrations within a degree to meet the needs of its respective constituency. This would not in itself preclude a student primarily affiliated with another campus from pursuing study within that concentration.</p>	Faculty and Administration	Other	8/1/2019	6/30/2020	Faculty and Administration
	<p>VIII. Identity: Each campus is encouraged to foster its unique strengths and identity. Campus identities may be expressed through unique academic degrees, programs, and/or concentrations, as well as campus "climates" offering educational and social experiences and engagements with respective communities that differentiate one campus from the others. Efforts to formulate and explicate these identities should proceed as soon as possible.</p>	Faculty and Administration	Other	8/1/2019	6/30/2020	Faculty and Administration
	<p>IX. Maximize Resources: The consolidated university should capitalize on the utilization of current state-of-the-art classrooms and create state-of-the-art connectivity between all campuses to offer on-line classes in real-time to multiple locations.</p>	Faculty and Administration	Other	8/1/2019	6/30/2020	Faculty and Administration
	C. Review and recommend policies for shared governance	<p>I. There must be a single faculty senate after consolidation. Disband the USF System Faculty Council and the three separate Faculty Senates at the three institutions. For the consolidated institution, establish one Faculty Senate that will be based on the current USFT Faculty Senate model and structure.</p>	USFT, USFSP, USFSM Faculty Senates; System Faculty Council	SACSCOC requirement	8/1/2020	8/1/2021
<p>II. There must be a document establishing principles of organization, authority, and responsibility of the University of South Florida Faculty after consolidation. Revise the Constitution and Bylaws of the USF Tampa Faculty Senate for use by the new (consolidated) USF Faculty Senate. This document will be developed after a careful review of the Constitution and Bylaws of each of the three current Faculty Senates. The Faculty Affairs Subcommittee or similarly formed committee (i.e., with faculty representation from all three campuses) will undertake this task.</p>		Faculty Affairs subcommittee OR an ad hoc committee with faculty representatives from all three campuses	Other	2/1/2019	5/1/2019	Faculty
<p>III. The new faculty senate structure must provide a forum for faculty from all three campuses to have a voice in the governance of the University. Representation of faculty on each campus has been provided for in the apportionment model for the new USF Faculty Senate (see description #1 above). In addition, the Senate Executive Committee will include an At-Large representative from each campus. All general faculty (from all three campuses) are eligible to serve on Faculty Senate Councils and Committees, and Senators (from all three campuses) are expected to serve on at least one Senate Council or Committee. Have campus representatives on the Executive Committee and Council Committees. There will be one Faculty Senate Executive Committee which will consist of a President, Vice-President, Secretary, Sergeant-at-Arms, 3 At-Large members (one from each campus), and 12 Council Chairs (one from each Council or Committee). The officers of the Senate, except for the Campus At-Large members, will be elected by the full Faculty Senator. Each Campus At-Large member will be elected by the Senators from that campus. There will be 12 Council Committees with representatives from all three campuses serving on each Council.</p>		USFT, USFSP, USFSM Faculty Senates; System Faculty Council	Other	8/1/2020	8/1/2021	Faculty
<p>IV. Form Campus Faculty Councils. USFSM and USFSP will have a Campus Faculty Council which will consist of the Senators serving on the Faculty Senate and additional Senate Council/Committee members from that campus. The Campus Faculty Council will attend to issues that are particular to each campus.</p>		USFSP and USFSM	Other	8/1/2020	8/1/2021	Faculty
<p>V. Avoid disruptive changes while remaining efficient. The new Faculty Senate structure should involve minimal changes now while recognizing opportunities to improve over time.</p>		USFT, USFSP, USFSM Faculty Senates; System Faculty Council	Other	8/1/2020	8/1/2021	Faculty

Board of Trustees Workshop - Draft CIC Report to President Genshaft

		VI. Faculty on the regional campuses must have the option of attending meetings on the Tampa Campus either in-person or virtually. Teleconferencing capability should be developed to allow virtual attendance at all Faculty Senate, Faculty Senate Executive Committee, and Faculty Senate Council/Committee meetings. Maximize the use of distance technology (e.g., Zoom). Explore and consider solutions that address existing identified issues to enhance communication among faculty on different campuses.	IT	Other	8/1/2020	8/1/2021	Faculty
		VII. The new faculty governance structure should operate effectively and efficiently. The new faculty governance structure should be evaluated during the second year after consolidation. After the second year of operation, the new Faculty Senate will form an ad hoc committee consisting of faculty representation from all three campuses to evaluate and recommend changes for the new governance structure.	An ad hoc committee with representatives from all three campuses	Other	8/1/2021	5/30/2022	Faculty
Research		I. Follow existing Research Strategic Plan (2017-21)					
		a. Use the 2017-21 Research Strategic Plan as a map for research. Includes strategies and tactics and was created to be used system wide, not only USF Tampa. Most, if not all the recommendations, serve as a map for research consolidation.	Office of Research (ORI)		2018		
		b. Hold town halls to present the strategic plan and explore opportunities with faculty across the system	ORI and College Deans		2020		
		II. Enhance Research Opportunities across the system			2019		
		a. Foster collaborative research- Seed Grants	Research Advisory Comm (RAC)				
		b. Increase access to research core facilities	ORI		2019		
		c. Create a robust Web Portal for all Research Cores that includes capabilities, fees, and scheduling	ORI		2019		
		d. Establish state-of-the-art telecommunication connections between campuses for teaching, seminars, collaborative meetings.	IT		2019-20		
		III. Research Support Services					
		a. Office of Research is currently a system-wide office that provides pre- and post- grants management, compliance, and fiscal oversight. No changes necessary	ORI		Exists Now		
		b. Empower Regional/College research offices to support local faculty grant-related activities.	Departments and Colleges		Exists Now		
		c. Expand support for development of entrepreneurial activities and patents on the regional campuses	ORI, ADRs		2019-		
		IV. Ensure that Research Expectations are Appropriate and Clear during P&T Decisions					
		a. Excellence in Research is a requirement for promotion and tenure. The definition of research excellence is discipline specific and defined at the College and Department levels. CAS has a model that can be applied during consolidation and beyond.	Provost and College Deans		2020		
		b. Look into a model in which research productivity is evaluated in the context of start up funds at hire	College Level		2020		
		c. Expectation for new hires should clearly establish research expectations. Positions that are >50% teaching should utilize non-tenure earning or instructor titles.	Department Chairs		2020		
		d. Track faculty contributions to collaborative research to promote and reward collaborative research.					
		V. Alignment of Research Colleges and Centers					
		a. PhD and MS program development should follow careful analysis of need, facilities, and research infrastructure.	Graduate School		2020-2024		
		b. Likewise, research centers should be aligned with faculty hiring initiatives (clusters), development of graduate programs, and a needs assessment (system and state).	Colleges and ORI		2020-2024		
	c. The committee discussed the College of Marine Science without coming to a specific recommendation. The merits of USFSP building programs around marine and atmospheric sciences was recognized.			nd			
	VI. Faculty research development						
	a. Create a "System Sabbatical" Program that provides funding or opportunity for faculty to spend summers working with faculty on other campuses. Priority to regional campus and pre-tenure faculty.	ORI/Provost		2020			
	VII. Recommendation for investment in research space and infrastructure			2019-29			
	a. Create a five and ten year plan for building new research facilities (buildings)	ADRs and VP of Research					
	b. Create 1-2 yr, 3-5 yr, and 5-10 year research instrumentation investment plans to support the research mission.	ADRs and VP of Research					
	c. Explore renting facilities in the short term.	Deans, VP of Research		2019-20			
External Affairs		I. Reaffirm there is one USF System Foundation (message)	Foundation	SAC/OC-Endowment	3/15/2019	Ongoing	All
		II. Reaffirm there is one USF System Alumni Association (message)	Foundation	Other	3/15/2019	Ongoing	All
		III. Announce new USF brand campaign and emphasize One USF	UCM	SACS, Other	9/5/2018	Ongoing	All
		IV. Identify existing College namings which may be impacted by consolidation:	Development USF	SAC/OC			
		a. Tiedemann College of Business	Tampa/USF St. Pete/USF Sarasota		Ongoing	12/4/2018	USF System, Foundation and affected donors
		b. Muma College of Business					
		V. Review MOU between Foundation and USFSP	Development USF Tampa/USF St. Pete	SACS, Other	10/15/2018	12/4/2018	USF System, Foundation
		VI. Review MOU between Foundation and USFSM	Development USF Tampa/USF Sarasota	SACS, Other	10/15/2018	12/4/2018	USF System, Foundation
		VII. Review Official USF Policies: 0-228, 0-221, 0-230, 0-216, 0-009; recommend revisions	Alumni / Foundation	SACS, Other	9/5/2018	12/4/2018	General Counsel, USF System, Foundation, Alumni Association
		VIII. Develop list of legislators and appointed and elected officials to communicate with about consolidation	Government Relations	SACS, Other	Ongoing	12/4/2018	USF System, legislators and elected officials
	IX. Communicate with Donors regarding consolidation and that gifts they restricted will remain dedicated to the campus or program they intended	Development	Other	3/15/2019	5/1/2019	All	
	X. Communicate with Alumni regarding consolidation benefits	Alumni	Other	3/15/2019	5/1/2019	All	

Board of Trustees Workshop - Draft CIC Report to President Genshaft

	<p>XI. Communicate with communities a. Florida b. Tampa c. St. Pete d. Sarasota</p>	<p>UCM, Development USF Tampa/USF St. Pete/USF Sarasota</p>	<p>SACS, Other</p>	<p>Ongoing</p>	<p>Ongoing</p>	<p>All</p>
	<p>XII. Communicate that consolidation does not impact USF's commitment to diversity</p>	<p>System Diversity</p>	<p>Other</p>	<p>Ongoing</p>	<p>Ongoing</p>	<p>All</p>
	<p>XIII. How will we determine which campus an alum is assigned as a constituent if there is one degree and students move among campuses (needed for prospect assignment)</p>	<p>Alumni/ Development</p>	<p>Other</p>	<p>3/15/2019</p>	<p>12/13/2019</p>	<p>All</p>
	<p>XIV. After organization changes at College/School/Department levels are finalized, review all Foundation funds to ensure they remain consistent with Donor intent and where applicable obtain Donor permission for any changes and/or implement security signature changes as needed.</p>	<p>Development</p>	<p>Other</p>	<p>7/1/2019</p>	<p>Ongoing</p>	<p>USF System, Foundation, affected donors</p>
	<p>XV. Identify the various constituent groups that will receive consolidation communication/messaging once the PR group develops a core message. The reason we need to identify the groups is because one message won't necessarily work for all groups: a. USF Donors - all b. USF Donors - alumni c. USF Donors - friends d. USF alumni - all e. USF alumni - USFSP grads f. USF alumni - USFSM grads g. USF alumni - Tampa grads h. USF faculty staff</p>	<p>UCM, Development USF Tampa/USF St. Pete/USF Sarasota</p>	<p>SACS, Preeminence, Other</p>	<p>Ongoing</p>	<p>Ongoing</p>	<p>All</p>
	<p>XVI. Determine what type of communication, method and message, will be delivered to each of the groups identified in group one above. Once again, we won't necessarily develop the messaging, but will be the ones who disseminate the various messages to constituents with whom University Advancement works.</p>	<p>UCM, Development USF Tampa/USF St. Pete/USF Sarasota</p>	<p>SACS, Preeminence, Other</p>	<p>11/5/2018</p>	<p>Ongoing</p>	<p>All</p>

DRAFT

January 14, 2019



**Consolidation Implementation Committee (CIC) Considerations
for a Singly Accredited University of South Florida**

Contents

OVERVIEW OF SUBCOMMITTEE CONSIDERATIONS FOR CONSOLIDATION 2

CONSIDERATIONS OF THE CIC ACTION PLAN FOR CONSOLIDATION 3

(1) Student Success Subcommittee Considerations 3

(2) General Education & Curricular Alignment Subcommittee Considerations 13

(3) Faculty Affairs Subcommittee Considerations 18

(4) Research Subcommittee Considerations 22

(5) External Affairs Subcommittee Considerations 24

DRAFT

January 14, 2019

OVERVIEW OF SUBCOMMITTEE CONSIDERATIONS FOR CONSOLIDATION

STUDENT SUCCESS

- 1A Student Support Services
- 1B Enrollment Planning and Management
- 1C Persistence, Retention & Advising
- 1D Student Engagement
- 1E Health & Wellness
- 1F Career Development
- 1G Student Involvement

GENERAL EDUCATION & CURRICULAR ALIGNMENT

- 2A General Education meets Accreditation Standards & Reflects Unique Campus Identity
- 2B Overarching Delivery Models for Clusters of Talent & Homes for Programs
- 2C Exploration of Separate Educational Missions (benefits to campus future?)
- 2D-E Synthesis & Integration of Courses & Programs; Aligning Academic Opportunities to Leverage Unique Campus Strengths
- 2F Rationalizing Overlapping Units & Shaping Unique Identities for Units

FACULTY AFFAIRS

- 3A Consolidated Tenure and Promotion Guidelines
- 3B Recommendation of Optimal Organizational Structure and Reporting Lines for Academic Departments
- 3C Policies for Shared Faculty Governance

RESEARCH

- Consolidated Research Strategic Plan
- Enhancing Research Opportunities across Campuses
- Research Support Services
- Research Expectations for Tenure & Promotion
- Alignment of Research Colleges and Centers
- Faculty Research Development
- Investment in Research Space & Infrastructure

EXTERNAL AFFAIRS

- Unified USF Foundation & USF Alumni Association
- New Unified USF Brand Campaign
- Consolidated and Targeted Communication Strategies for Donors, Alumni & Local Communities
- Communication of Commitment to Diversity
- Foundation Funds & Consistency with Donor Intent

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January 14, 2019

CONSIDERATIONS OF THE CIC ACTION PLAN FOR CONSOLIDATION

The Action Plan for Consolidation details specific, action-oriented considerations and the owners, key milestones, and relevant stakeholders associated with those considerations. The following details the multiple considerations offered by the five CIC subcommittees (with embedded Business and Finance subcommittee members in each):

(I) Student Success Subcommittee Considerations

A. Student Support Services

I. New Student Connections

- a. Develop a universal approach and sequenced-learning objective-focused onboarding and transition plan for all USF students
- b. Create a solid week of welcome/arrival experience for all incoming students with aligned outcomes through a strategic visioning of USF student transition.
- c. Develop a system-wide Parent/Family Office to provide consistent education, services, programs, and support regardless of location
- d. Develop or enhance Peer coaching component to each campus

II. Tutoring

- a. Implement early interventions for students who use tutoring and fail tests towards the beginning of the term
- b. Implement an asynchronous method of tutoring for all campuses
- c. Work with the general education as it is developed to identify a way to create synergy between course syllabi and the use of tutoring for classes.

III. Housing and Residential Education

- a. Streamline all processes in Residential Education such as Roommate agreements, duty scheduling, resident communication, and intentional conversation tracking and coding to help students in need
- b. Establish an onboarding work group across housing systems to align the student onboarding and welcome experience
- c. Align Residential Curricula and link them to Living learning communities and academic initiatives to enhance the student experience
- d. All campuses adopt Case management Model and use of predictive analytics, scholar practitioner model
- e. Determine a plan for students switching campuses to have a smooth transition from one housing department to another.

IV. Orientation

- a. Integrate Orientation technology across the campuses (VisualZen (VZ) Orientation)
- b. Standardize the onboarding process and expand the use of technology and multimedia for students and families to help simplify the matriculation process
- c. Develop a standardized curriculum to ensure consistent knowledge gained

V. Veterans Services

- a. Provide a certifying official for Veterans Administration certifications on each campus
- b. Develop and implement Federal Work Study and/or Veterans Internship programs on each campus to support preparation of Veterans Administration benefits for students

VI. Student Disability Services

3

DRAFT

January 14, 2019

- a. Standardize accommodation letter across three campuses
 - b. Align SDS database across campuses, in order to provide seamless services to all students no matter which campus
 - c. Protocol alignment for the system around Admissions Appeals, Course Substitutions, Peer/Wellness/Academic Coaching
- B. Enrollment Planning and Management
- I. Financial Aid
 - a. Evaluate the two online scholarship application products and select one vendor for USF. This should result in cost savings.
 - b. Coordinate the Financial Education program offerings currently developed on the Tampa campus at both St. Petersburg and Sarasota. Funding will be needed for a staff member at that location.
 - c. Collaborate and develop a single outreach presentation for high schools and on campus recruiting events
 - d. Collaborate and develop a single presentation for Orientation
 - e. Centralize all communications related to financial aid for consistent process and messaging
 - f. Assign students to a campus. This is needed to assess each campus' initiatives for PBF, Preeminence, critical metrics, and execution of campus specific interventions. This designation can be for internal use only and not communicated to students.
 - g. Design an organizational structure for the functional units in EPM with a single reporting line for each area. This new structure would also include those units in USF Health.
 - II. Admissions
 - a. Consolidate the undergraduate application (FTIC and Transfer) for three campuses to one unified USF application effective July 1 2018, where students prioritize their home campus
 - b. Add St Petersburg and Sarasota-Manatee campus options to Coalition application
 - c. Establish uniform dates and deadlines for admission to a unified USF
 - d. Consolidate undergraduate FTIC scholarships based on one scholarship grid for a unified USF effective July 1 2018
 - e. Consolidate undergraduate Transfer scholarships based on one scholarship grid for a unified USF effective July 1 2019. This initiative will be based on the RNL financial aid leveraging model.
 - f. Consolidate the undergraduate FTIC admission criteria and admissions grid to admit to a single unified USF, effective July 1 2018
 - g. Consolidate the undergraduate transfer admission criteria and admissions grid to admit to a single unified USF, effective July 1 2019. Note that this change will be based on the realignment of home/host colleges/programs
 - h. Consolidate marketing materials (print, digital and social media) to promote a unified USF while preserving the unique value proposition of each campus
 - i. Consolidate all lead generation/nurturing and application generation vendor contracts
 - j. Consolidate multiple CRM systems for recruiting and marketing.
 - k. Consolidate all recruiting and admissions initiatives related to special population such as outreach and access, high ability students, National Merit/Hispanic, Honors College, SSS, etc.

4

DRAFT

January 14, 2019

- l. Consolidate all admissions decisions and applicant evaluation for a unified USF under a single reporting line.
- m. Consolidate all in-state recruiting initiatives under a single reporting line based with consideration related to territory assignments and recruiting personnel at each campus.
- n. Consolidate all out-of-state and international recruiting initiatives under a single reporting line based on regional recruiters, both on-campus based and off-campus based in country or in region.
- o. Continue the current organizational structure with direct campus report for campus tours and visits and campus events (application generation and yield events) as these are unique to the campus identity
- p. Consolidate all aspects of graduate admissions (recruitment, processing, evaluation, etc.) after realignment of home/host colleges/programs
- q. Assessment of consolidation, organizational structure and reporting of locally driven enrollment management programs such as the FUSE initiative”

III. Registrar

- a. Academic Records Security and Maintenance: Update transactional forms for consistency. Continue to follow retention schedules on file with the State at all campuses. Core processes and system set up is centralized at Tampa. Impact/Value: Ensure students receive consistent quality, accessible services at every campus. Ensure roles and permissions for student information system and other applicable software for equitable service to students across locations to ensure data integrity and security.
- b. Course and Registration Consideration: All registration tools, processing and activities are consistent across campuses; ensure alignment of courses and requisite set-up across campuses based on University’s consolidated programs. While catalog creation will transition to Undergraduate and Graduate studies, a significant role will be required by the Office of the Registrar on each campus to ensure information is accurate. Evaluate course schedule meeting times and final exam matrices to ensure that students may take courses across campuses with minimal conflict. Core processes and system set up already centralized at Tampa to ensure data integrity and security. Impact/Value: Ensure consistency of processes and continued accuracy and integrity of the Banner catalog set up.
- c. Appeals Considerations: Develop one Academic Regulation Committee for each campus following set protocols defined at the University-level. Continue with cross-campus representation on a fee adjustment committee, and a separate Excess Hours exemption committee to ensure consistency across campuses. Continue to ensure cross-campus representation on the Residency Appeals Committee. Impact/Value: Ensure consistency of processes and practice across institution.
- d. FERPA Consideration: All three campuses will continue to ensure common access and privacy to student record information in a consistent manner, in alignment with federal regulation and State law, and confirm that messaging for all orientations aligns with URO policy and practice. Impact/Value: Ensure alignment of messaging is consistent across campuses.
- e. Academic Calendar Consideration: Continue with one University Academic Calendar; produce tentative calendars three years out. Enhance internal operational

5

DRAFT

January 14, 2019

important dates and deadlines listing to share policy and process deadlines with key stakeholders. Impact/Value: Ensure alignment of messaging is consistent across campuses; provide ability for future planning purposes.

- f. Academic Catalog Consideration: With one Undergraduate Catalog and one Graduate Catalog produced by Undergraduate and Graduate Studies, the Office of the Registrar will continue to play a significant role to ensure information is accurate across campuses. Impact/Value: Ensure consistent, accurate proliferation of rules and information across the institution.
- g. Grading and Attendance Tracking Consideration: Grading and attendance policies and deadlines will be consistent on all three campuses. Impact/Value: On going; ensure consistency of processes and practice.
- h. Diploma Consideration: Consolidate issuing of diplomas through a single University process. Impact/Value: Sufficient and timely production of diplomas for all students; consistency of process.
- i. Communication Consideration: Ensure information on the web, Canvas, and myUSF is accessible, consistent, and in alignment for each audience (students, families and other third parties, faculty and staff) across campuses.
- j. Reporting Consideration: Disseminate consistent definitions of part-time and full-time status, use of student home campus rule, and others as needed for academic management and reporting purposes. Create and distribute standard student activity reports, including but not limited to cohort management, registration, enrollment, academic standing, and graduation and Commencement. Form cross-campus reporting team to coordinate internal operational reporting and data management.
- k. Training Consideration: Offer consistent trainings across campuses to faculty and staff on registrar-related processes, including but not limited to academic course scheduling, FERPA, student-athlete records, and registration training for advisors. Ensure consistency of processes and practice across institution.

C. Student Success

- a. The cross-functional persistence committee model will be replicated on each campus, with one general University Committee and individual campus based groups. Persistence Committee and associated campus-based organizations will communicate regularly regarding persistence challenges issues faced by individual students and by students by classification.
- b. A First Year Retention model will be developed for students on all three campuses, permitting early response and intervention; other predictive tools will also be developed, allowing intervention and the delivery of serve at the right time. Technical tools available for identifying students who would benefit from extra support will be employed by all campuses. Predictive models associated with anticipating student grades and assessing chances of four- and six-year graduation will also be employed on all campuses. The Beginning College Survey of Student Engagement will be applied on all campuses to identify students who signal needs or issues that can be addressed by specific departments.
- c. We will develop a sustainable proactive model for undergraduate advising and work to align advisor duties so as to maximize their availability to serve students.
- d. We will coordinate the delivery of support services to underserved, high need students.

6

DRAFT

January 14, 2019

- e. Systematize use of the Archivum system to provide the ability for long-time planning for how the tool will be used. It will have an adequate process to provide immediately support to respond to technical bugs/issues, and the investment in net-new developments will not outweigh the investment made to support the existing functionalities. Archivum Insights will be supported by continuous development and resourcing.

D. Student Engagement

I. Transfer Students

- a. Establish a reporting structure so all students benefit from the services/resources offered to transfer students. USFT has an Office of Transfer Student Success (formerly Office of State and Community College Relations.)
- b. Establish a Tau Sigma – National Honor Society for Transfer Students (We would need to comply with requirements of the program to establish)
- c. Create an institutional strategic plan for transfer students (streamlined workflow for the transfer student experience: recruitment, onboarding, transition, support, progression, engagement, graduation)
- d. Ensure that the definition for transfer students is standardized on the webpages for each USF campus (upper, lower, etc.)
- e. Ensure National Transfer Student Week is celebrated at each campus – celebrated for the first time at USFT 2018 – week of activity just for transfer students

II. FUSE-Specific

- a. Create a reporting structure to track Fuse students
- b. Establish a centralized location for advising information
- c. Align curriculum GradPaths for each campus
- d. Create one singular application process for Fuse students
- e. Address the differences in how students are enrolled in the Fuse program if not admitted to USF system – currently some students get a letter stating they are in the program while USFSP, while USFT provides a letter about the program and does not state they are admitted to the Fuse Program

E. Health & Wellness

I. Overall Considerations

- a. Development of a cross-campus USF Health Campus Committee
- b. Ensure baseline consistency in services and identification of deviations through consistent assessment and monitoring.

II. Health Promotion

- a. Implement the National College Health Assessment in spring 2020 to be in line with the State University System for benchmarking purposes.
- b. House peer education programs within the Wellness Center/Center for Student Wellbeing/Health Promotion for proper training and oversight instead of Student Life/Student Organizations. Attention should be paid to ongoing budget concerns for regional campuses under this consideration.
- c. Implement the biennial review (under Part 86 of the Drug-Free Schools and Campuses Regulations) in a centralized manner on the USF Tampa campus due to issues with compliance, as health promotion on any campus does not have the capacity to conduct alone.
- d. Mandate the completion of four life skills modules (AlcoholEDU, sexual assault prevention, Kognito (for staff/faculty as well), financial literacy and academic

7

DRAFT

January 14, 2019

integrity) for all students (FTIC, transfer, graduate students) prior to matriculation. Implementation of this consideration, including necessary communication, budgeting, and compliance functions should be centralized through the Tampa campus.

- e. To ensure equitable services and resources, organizational structures be assessed on each campus and changes made to structure to ensure oversight systematically (i.e. Directors on each campus reporting to an Executive Director for the System).
- f. Develop a process to determine budget needs of departments and budget allocation from student fees.

III. Counseling/Mental Health Services

- a. Students should have access to mental health resources on all of the campuses.
- b. Explore how all campuses can use the same electronic record system and appointment setting system. This consideration includes the understanding that each campus will still need flexibility in how they use the systems in meeting their unique needs, without compromising student access or campus processes.
- c. To ensure a uniform experience across the campuses, consolidated internal processes, assessments, credentials/certifications, and operations is recommended, wherever possible and/or warranted based on unique campus needs.
- d. To ensure equitable services and resources it is recommended that organizational structures be assessed on each campus and changes made to structure to ensure oversight systematically (i.e. Directors on each campus reporting to an Executive Director for the System).

IV. Recreation/Intramurals

- a. All students should have access to all recreation and intramural activities on all the campuses.
- b. To ensure equitable services and resources, assess organizational structures on each campus to determine if changes are needed to ensure systematic oversight or coordination.

V. Behavioral Intervention Team/Victim Advocacy

- a. Consolidate the internal processes and operations of the Behavior Intervention Teams across the campuses so the response is a uniform one on all campuses.
- b. Maintain the Behavior Intervention Teams on each campus for outreach to students but a System BIT should be established to meet periodically regarding oversight of integration, trends, initiatives, and institutional policies.
- c. Support the needs of victim advocacy services on each campus, particularly with the assistance of after-hours screening services and community resources to help manage scope of care.

VI. Health Services

- a. Students on each campus should have access to equitable AAAHC accredited medical services supervised by medical leadership of USF Health and reporting to an Executive Director for the USF System. Medical Services will use one Electronic Health Record for the system.
- b. We would like it considered that students on each campus have access to equitable AAAHC psychiatric services supervised by psychiatric leadership of the USF Health Department of Psychiatry and reporting to an Executive Director for the USF System. Psychiatric Services will use one Electronic Health Record for the system.

F. Career Development

8

DRAFT

January 14, 2019

- I. Policy
 - a. Standardize Units' Names and Functions throughout System
 - b. Align definitions, processes and policies for key programs and practices (including internships, Community Engaged Learning, Civic Engagement, Co-Ops, etc.)
 - c. Develop cross-campus teams to develop data and process systems
 - d. Standardize attributes for designating Community Engaged Learning, Internship, and other Experiential Learning courses for student transcripts
 - e. Establish one Council or Advisory Board for each Unit made up of leadership, faculty, staff and representatives from colleges and schools from each campus
 - f. Help faculty leadership to work to standardize rewards, tenure and promotion policies system-wide related to HIPs related work
- II. Practice
 - a. Adopt the model of "Career Advocacy" across all campuses to promote a general culture throughout our Career Readiness work that promotes a longitudinal, intentional, case-managed approach to promoting career success for all students
 - b. Develop cross-campus teams to enhance curriculum development and expand community partnerships
 - c. Increase FWS positions utilized for community engaged work for all campuses
 - d. Expand Engaged Student Employment program and Career Readiness Badging Program for SM & SP students
 - e. Provide training and coordination of FWS positions for all campuses
 - f. Deliver consistent employer engagement events in our geographic regions (Employer Institute, employer strategy sessions/visits and on-campus recruitment events)
 - g. Expand career exploration opportunities across campuses, such as Intern For A Day, Experiential Learning Expo, through use of Handshake, technology and transportation resources
 - h. Implement "layered" experiential learning opportunities combining High-Impact Practices to maximize experiential learning impact
 - i. Expansion of High-Impact Practices in support of Gen Ed refresh across all campuses
 - j. Extend Corporate Leadership training program opportunities across all campuses
 - k. Expand and enhance ePortfolio practice across all campuses in support of student personal, academic, and professional development.
 - l. Implement MyPlan, My Pathways across all campuses
 - m. Maximize effectiveness (employer notes, etc.) of Handshake through development and implementation of a broader Handshake committee.
 - n. Offer Career Services courses on all campuses (e.g., Job Search course) through cross-campus course enrollment
 - o. Implement Professional Association "system" memberships to save money on institutional memberships
 - p. Professional Development topics shared across campuses (e.g., Career Facilitator, Strengths Training, Burning Glass)
 - q. Establish single, consistent system for keeping and sharing student information
- G. Student Involvement
 - I. Student Government
 - a. Consider having one Student Government Constitution for the USF Tampa, Sarasota, and St. Petersburg campuses

DRAFT

January 14, 2019

- b. Consider that each campus maintain their own Statutes, Rules of Procedures, and Standard Operating Procedures established at each campus with approval by the USF President and/or designee
 - c. Consider that Activity & Services Fees will be adjusted to a rate that is the same for all students, maintaining equitable services for each campus, and also maintaining no less than the current budget for each campus and the overall combined budget for all three campuses- with emphasis that every campus will benefit with this change.
 - d. Consider that the Student Centers fee should be examined thoroughly to determine the impact on the Activity and Service fee per credit hour
 - e. Explore a fully online newspaper
 - f. Create a plan to collaborate in order to serve the USF Consolidated campuses
 - g. Conduct assessments/research on readership and student campus identification in regards to considering whether there should be a consolidated structure
- II. Student Organizations
- a. As student identity and fee decisions are implemented, we will need to look at our student organizations registered on each campus, where duplication is needed, and where it is not. We will need to look at Honor Societies and how they are structured. In order to meet the goal that all students have equal access, we will either need to open all organizations to all students, or allow duplicate organizations. Our considerations can be tweaked to reflect future decisions. There will be a cost and adjustment to having one engagement platform, but the opportunities for this will outweigh the negatives.
 - b. Recommend having one student organization management/engagement platform across the entire university
 - c. Implement a new or revised student organization registration process that would work for each campus and provide equitable service
 - d. Any student can join any organization on any campus
- III. Programming, Leadership, Civic Engagement, Multicultural Programming
- a. The three campuses have a good model to work from regarding how they collaborate on Homecoming and USF Week. It is also important that campuses continue to offer their signature programs that have become traditions on the campuses. The committee also identified other programs that could be enhanced through collaboration of all three campuses opening up opportunities for students to get involved in various programs to which they formerly did not have access. The only way to truly make access to programs equitable is through a transportation system.
 - b. Each campus will continue to host signature programs unique to their campus but open to all students (i.e.-MLK parade, Disney Leadership Series, ULS, Stampete'd)
 - c. In order to ensure equitable access, USF Bull Runner will establish a continuous route among all three campuses to encourage participation and accessibility across the system.
 - d. Continue to coordinate centralized Homecoming, USF Week with campus-specific programming
 - e. Establish coordinated efforts for current and future programs, i.e. Stampede of Service, Spring Break Trips, Heritage Months, International celebration, education
 - f. Coordinated SG tailgates and Bulls blitz (first games, Homecoming game, War on I-4 game, etc.)

10

DRAFT

January 14, 2019

- g. Each campus will continue to have a campus programming board while also working collaboratively to serve a consolidated USF
- h. Coordinated student memorial process
- i. Establish a USF system curriculum for Safe Zone, UnDocuAlly
- j. Implement system-wide weekly campus Involvement/activity hour
- k. Expand Golden Bull and other student recognition programs to all campuses

IV. Student Center

- a. While equitable access to Student Centers is desirable, the effort is contingent in part on how student fees will be distributed and collected. Each campus has very different Student Centers and very different Student Center fees. Every facility is maxed out on its usage currently, so adding more programs and/or bodies to programs is going to be challenging without expansion of current centers.
- b. Review and revise space, event, meeting and reservation procedures, policies, and guidelines
- c. Consider that the Student Centers fee should be examined thoroughly to determine the impact on the Activity and Service fee per credit hour

V. Student Conduct

- a. Consider the creation of an appropriate oversight structure to ensure consistency in adjudication across the three campuses.
- b. Consider maintaining student conduct offices on each campus with the same name, mission, vision, core values, and communication tools.
- c. Consider that all campuses continue to work together to ensure the USF Student Code of Conduct properly supports the living and learning environment of USF and reports of violations are properly addressed in accordance with the Code.
- d. Consider that all campuses continue to use the same judicial database with access to view all USF student cases
- e. Consider that all campuses have consistent processes and forms with USF system letterhead but office-specific contact information
- f. Consider instituting regular case management meetings to ensure consistency, communication, and collaboration
- g. Consider that referrals come through one database and behavior is addressed at the campus the incident occurred. In instances where this may be problematic, offices will discuss and decide where it should be resolved.
- h. Consider that the appeals stay with the campus office that addressed the behavior
- i. Consider the Admissions Prior Conduct process continues to be a system wide process with the Tampa campus being the coordinating office
- j. Consider that training processes are collaborative and consistent for boards, GAs, hearing officers and professional and residential staff.
- k. Consider provisions of consistent and equitable access to educational and outreach programs.

VI. Fraternities & Sororities

- a. The committee requested that the Director of FSL research and benchmark how other campuses administer Greek Life with multiple campuses and gather feedback from national organizations currently hosted at Tampa on their openness to having students from all three campuses. After reviewing the information the committee felt that currently one campus should administer Greek life, but make it open to all students. There was also a discussion about reviewing the membership activities as students

11

DRAFT

January 14, 2019

live into the new structure to determine the need for expansion of either chapters at the other campuses, or adding more chapters in general. However, all staff and students consulted agreed that this would only work if there was transportation between all three campuses and there was an exploration of utilizing other facilities for chapter meetings beyond the MSC and chapter houses, as membership has outgrown these spaces. There was a recognition that technology could be used to enhance access. There may also be a need to increase staffing or add fraternity and sorority responsibilities to other student involvement staff on each campus. These considerations are once again dependent on how fees will be attributed as the staff and programming are funded through these fees.

- b. Recommend sustaining FSL main, centralized operations at Tampa campus with participation accessible for students from other campuses.

DRAFT

DRAFT

January 14, 2019

(2) General Education & Curricular Alignment Subcommittee Considerations

- A. Develop a plan to ensure Gen Education requirements meet the accreditation standards and reflect the distinctive identities of each campus.
- I. Curricular Alignment: There must be one GenEd program across the system. This program should be unified to help ensure student success while also protecting unique campus identities. GenEd leadership from all three campuses must meet to discuss the options for a consolidated GenEd program, which will include:
 - a. Discuss the best way to consolidate GenEd
 - b. Identify existing areas of overlap
 - c. Determine the best way to teach out existing GenEd/Core programs on all campuses
 - d. Determine the best way to ensure standardized approved student learning outcomes in a way that also preserves individual campus, faculty, and course identities.
 - II. Course Alignment: All courses certified for the new Enhanced General Education framework must be the same across all campuses. Departments and colleges across the system must engage in meaningful discussions to align GenEd offerings:
 - a. Identify current overlap and divergence to understand the scope of the issue
 - b. Revise the leadership-imposed "cap" on the number of general education courses that can be certified to ensure all campuses have equal opportunity to participate in building the new Enhanced GenEd Program
 - c. Implement new processes around GenEd course review and approval on all campuses
 - III. Assessment: There must be one standard method of assessment for the GenEd Program across the system. GenEd leadership must create a consolidated assessment plan for the new Enhanced General Education Program.
 - a. Form a subcommittee of faculty from all three GECs to develop a comprehensive consolidated assessment plan
 - IV. Structure/Ownership: There must be one consolidated GenEd council to make overarching decisions by campus-specific subgroups. GenEd oversight/leadership must be maintained on each campus to preserve their unique identity, assist in assessment and implementation, and be an easily available resource to faculty.
 - a. A consolidated GEC should be formed, consisting of representation from all campuses; Individual campuses will identify/define GenEd leadership on their campus (i.e., campus-specific GEC sub-groups and a designated leader) *Note: campus sub-groups should be made of approved GEC members.
 - i. There will be one consolidated GEC with a Chair that rotates between campuses every 2-3 years.
 - ii. The consolidated GEC will meet once per month with location rotating among campuses; they will work off of recommendations from subcommittees at each campus.
 - iii. There will be subcommittees on each campus that meet bi-weekly and vet approvals from that campus and then bring recommendations to the full GEC.
 - iv. Each campus subcommittee will have its own chairs, whose appointment is determined by that campus. These subcommittee chairs will also assist with assessment, implementation, faculty issues and more to help ensure a coherent GenEd curriculum that ensures student and faculty success across the system.

13

DRAFT

January 14, 2019

- B. Develop an overarching delivery model for clusters of talent and homes for programs.
- I. Academic Programs & Course Delivery: Develop a process to determine the best mode of delivery of courses without duplication
 - a. Continue to explore alternative delivery modes (e.g. hybrid, asynchronous, synchronous) and creative uses of technology to increase student access and increased student learning outcomes
 - b. Develop a process and policy governing the decisions around the mode of delivery in order to track online courses and avoid duplication
 - c. Conduct analysis of each course based on pedagogy and learning outcomes
 - d. Define processes and communication plans.
 - e. Investigate the use of master courses to ensure consistency across campuses.
 - f. Ensure the application of academic policies across locations
 - II. Technology Infrastructure: Create a purposeful student-centered digital learning environment to include the need for innovation in pedagogy, course design that are enabled or supported by technology.
 - a. Partner with the System CIO to perform an environmental scan of existing technology infrastructure
 - b. Create active classrooms in order to ensure student access on all campuses (host and home)
 - c. Utilize technology to enhance collaboration among faculty and students
 - d. Develop a digital literacy module and support for students
 - e. Evaluate new technologies that can assist faculty in meeting the needs of students
 - f. Develop a strategy around learning analytics to include requirements gathering and determining how to use existing systems (Canvas, Civitas)
 - g. Explore the integration of digital learning into the undergraduate experience through mixed-modalities and design student support services
 - III. Quality & Assessment: Create a standard for evaluation of the design and development of online courses. All campuses must deliver courses that are consistent with the national standards. Currently, there are a number of duplicative courses offered on the various campuses. A single rubric is required to ensure quality learning outcomes.
 - a. Emphasize value (best practices, alignment, skills, continuous improvement) of mixed modalities
 - b. Establish a process to track quality and high-quality certification data to meet state BOG guidelines
 - c. Implement quality standards, and ongoing assessment and improvements to programs, curricula and courses delivered in a variety of modes
 - d. Develop quality assurance frameworks, guidelines, and benchmarks for USF
 - IV. Professional Development: Provide training and development for faculty to ensure faculty across campuses receive consistent training and support and that they are able to teach in engaging ways to enhance student learning outcomes.
 - a. Establish faculty professional development opportunities to meet the standards of the 2025 State University System Strategic Plan for Online Learning published by the Florida Board of Governors in 2018
 - b. Maintain records on faculty participation in the faculty online certification course
 - c. Create a community of practice where all faculty training and resources are centralized for easy access

DRAFT

January 14, 2019

- d. Continuous training for instructional designers emphasizing a consistent approach to development
- e. Develop outcome measures that focus on the impact of faculty development on student learning
- V. Resources: Ensure that all campuses have the resources to support the teaching and learning process regardless of modality, home or host campus.
 - a. Hire additional instructional designers to meet the demand
 - b. Monitor the distance learning fees in order to evaluate use is consistent with State guidelines
 - c. Employ cost-effective approaches to online learning
 - d. Provide additional resources and training to support hybrid and online development for faculty
 - e. Create budgetary plans that can be implemented quickly
 - f. Provide additional support to enhance student services for online students
 - g. Ensure all campuses have sufficient equipment and facilities to accomplish their primary purpose of delivering high-quality instruction
- C. Explore whether and how separate educational missions would be beneficial to the future of each campus.
 - I. Provide space for each campus to have a conversation about what makes them distinct academically, and how this informs academic program choices.
 - a. Each campus should appoint a "Campus Identity" task force to explore and provide recommendations to leadership.
 - b. Campus leadership should share internal planning with the campus community
 - c. Community stakeholder input will be solicited prior to a formal set of recommendations.
 - d. Formal recommendations will be sent to the President and the Board of Trustees for consideration.
 - II. Identify which programs will need to be represented on each campus with similar resource levels.
 - a. Direct academic leadership (Deans) to determine which academic programs should be at an equivalent level of resources.
 - b. Convene program leadership from each program across all campuses to document additional resources needed to bring programs to a level of parity across campuses.
 - c. Deliver a roadmap of parity with prioritization of programs to the President and the Board of Trustees for consideration.
 - III. Identify which programs should retain distinct features and the nature of those features.
 - a. Direct academic leadership (Deans) to determine which programs should be distinct based on the process from Focus Area.
 - b. Identify the ways in which a program is distinct, such as degree, degree level (undergraduate versus graduate), and resources (such as teaching laboratories).
 - IV. Develop workload standards and guidelines that provide a path for promotion and promote excellence among all faculty.
 - a. For faculty in programs of distinction, a faculty committee appointed by the campus Dean will examine if there are aspects of faculty workload (course load, access to research resources) that will require differential advancement, tenure, and promotion requirements.

DRAFT

January 14, 2019

- D-E. Make recommendations for synthesizing and integrating courses and programs, informed by robust data and labor market trends. (E) Align academic offerings and identify opportunities to leverage unique strengths of campuses.
- I. Faculty should look for the following in an effort to identify duplicates across campuses within disciplines:
 - a. CIP code matches
 - b. Program title matches/partial matches
 - c. Duplications within and across curricular offerings (e.g. major-to-major match, major-to-concentration match, minor-to-certificate match).
 - II. Faculty should consult local job market data and consider unique strengths of the campuses when making decisions about aligned curriculum.
 - III. Faculty should review the curriculum across systems - in the catalog (the single reference point for all other systems), in Banner, and in Degree Works as there has been drift and neglect over the years. For example, Degree Works does not necessarily match the catalog as it should (e.g., “hides”).
 - IV. Faculty across all three campuses should receive the Provost’s curriculum review guidelines from Spring 2018 (e.g. maximum 120 SCH, full curricular integration with General Education enhancements, seek input from stakeholders, integrate QEP course certification and High Impact Practices, etc.) and keep them in mind while aligning curriculum.
 - V. Faculty should minimize variable credit courses and convert special topics courses to permanent courses.
 - VI. Following curricular alignment decisions, the following details should be addressed/aligned:
 - a. Existing courses in duplicated programs
 - b. Admission requirements and deadlines
 - c. Program pre- and co-requisites
 - d. Common core/major requirements
 - e. Prescribed electives
 - f. Number of program hours
 - g. Comprehensive/Qualifying exams
 - h. Project/Thesis/Dissertation requirements
 - i. Exit requirements
 - j. Off-site locations (off-site campuses for SACSCOC purposes)
 - k. Suspension and/or termination of curricular offerings
 - VII. The SCNS Liaison Role should be centralized to UGS and OGS (for undergraduate and graduate courses, respectively) and should be held by someone with academic faculty experience, with backup
 - VIII. The full cycle of the course and curricular proposal process, ending with catalog production should be housed in UGS and OGS (for undergraduate and graduate proposals, respectively).
 - IX. New degree programs should continue to be handled through ODS before being vetted through UGS/OGS and UGC/GC.
 - X. All curricular offerings must be consistent with currently approved policies and the current catalogs. For example, pre-majors and exploratory curriculum are not in the catalog and were not vetted through faculty councils.
 - XI. Single, cross-campus versions of the Undergraduate Council, General Education Council, and the Graduate Council should be created with equitable representation from all three campuses. These faculty councils will review and approve/deny all course and curriculum

DRAFT

January 14, 2019

changes as well as new course and curricular offerings and new/revised policies related to curriculum. Individual colleges and departments should determine the process for curriculum vetting through their respective units. Note: In some cases (e.g., General Education), subcommittees on each campus may exist to vet approvals from that campus and then bring recommendations to the larger council.

- XII. A committee should be formed to formally outline the process for policy revisions and new policies. Decision points and responsible officers should be described.
- XIII. UGS and OGS should examine academic policies currently represented in the catalogs across campuses and align those policies. Following this alignment, a gap analysis should be conducted to identify new policies that are needed (e.g. academic standing policy).
- F. Make recommendations for rationalizing overlapping schools and shaping unique identities for each school (e.g. the Muma College of Business and the Kate Tiedemann College of Business)
 - I. Provide space for each campus to have a conversation about what makes them distinct academically, and how this informs academic program choices. The unit leaders will determine where the strengths overlap and where a home/host campus offering should be.
 - a. Each academic unit will identify key programs which will be offered as "Home" or "Host" sites.
 - b. Each academic unit will address undergraduate and graduate programs state and national accreditation standing where applicable.
 - II. Identify faculty rank, area of research, research productivity, and area of teaching emphasis.
 - a. Academic unit leaders across three campuses will identify faculty research strengths, current teaching loads, and curricular or subject area background to determine how best to uphold Preeminence and increase national research impact.
 - III. The USF system campuses each support and enhance the needs within their respective communities.
 - a. Academic and campus leaders must factor the student and community needs through the consolidation.
 - b. Commute/Access/Financial Benefit-Ability for students to earn degree programs at affordable cost based on community location in the Tampa Bay area.
 - c. Distinction-Ability for students to select campus offerings to meet the needs important to them.
 - d. USF-Athletics, metropolitan, urban, large, access to on campus resources
 - e. USFSP - Arts, Innovation District, waterfront, small student-faculty ratio, USGS, marine science, sustainability
 - f. USFSM - Hospitality, arts, business, education
 - IV. Determine academic unit programs and seek student-centered approaches to streamlined curriculum and academic content.
 - a. Narrow list of academic unit programs
 - b. Align program student learning outcomes with respective program CIP codes or name (e.g. Educational Leadership, M.Ed. is the same CIP across three campuses but each campus has varied core course components).
 - V. Determine the binary functions of the academic unit distinctiveness and provide the optimal student pathway on the continuum.
 - a. Identify those academic programs that are separately accredited or lead to specialized certification.
 - b. Align core curricular courses which can be offered at multiple sites and in varied student learning modalities.

17

DRAFT

January 14, 2019

(3) Faculty Affairs Subcommittee Considerations

- A. Make recommendations for tenure and/or promotion guidelines, including faculty workload and expected research contribution, and recommendations to grow and strengthen the faculty.
- I. In Spring 2019, an ad hoc committee of faculty and administrative representatives from all three campuses should be formed to revise and consolidate existing campus tenure guidelines documents into a single university guidelines document that is in accordance with the newly consolidated institution. The committee's work should be completed before the end of the Spring 2019 semester.
 - II. Tenure-earning faculty presently at USF - Sarasota-Manatee and USF - St. Petersburg whose tenure-earning appointment began in the 2013-14 or 2014-15 academic year, the tenure and/or promotion criteria of their current home institution shall be applied if the case is to be completed before June 30, 2020, unless exceptions to the tenure clock period have been approved.
 - III. USF Sarasota-Manatee and USF St. Petersburg faculty whose tenure earning positions began in the 2015-16 academic year will be the first faculty cohort to be considered for tenure at the newly consolidated University of South Florida in Fall 2020. Because they will have three years of service prior to a change in standards (assuming a Spring 2019 implementation of tenure guidelines), as per Article 15.4 of the CBA, these faculty may elect to be considered under USF criteria or the years of service prior to a change in standards (assuming a Spring 2019 implementation of tenure guidelines), as per Article 15.4 of the CBA, these faculty may elect to be considered under USF criteria or the tenure standards in existence at the regional institution of their employment prior to consolidation. It is recognized that this will result in one academic year where faculty in the same units may be considered under different tenure standards. While this has some potential negative consequences, this condition is necessary in order to comply with the cited provision of the CBA.
 - IV. In the case of USF - Sarasota-Manatee and USF - St. Petersburg faculty whose tenure earning appointment began in the 2016-2017 or 2017-2018 academic years, USF criteria will be applied, but such faculty will be given the opportunity to delay their mid-tenure reviews by **one year** and tenure applications by **two years** and **one year** respectively. It is understood that these extensions will require approval of the United Faculty of Florida. Absent that approval, the extensions will not be granted. In all of the cases listed above, tenure earning faculty will automatically have their tenure clocks extended. However, none of these faculty are required to extend their mid-tenure or tenure clocks, and may be considered for tenure during their regularly scheduled period if they so choose by giving notice one month prior to the submission date required by the unit that will be their tenure home.
 - V. In the case of tenure-earning faculty at USF - Sarasota-Manatee and USF - St. Petersburg whose tenure earning employment began with the 2018-19 academic year, USF criteria will be applied.
 - VI. USF - Sarasota-Manatee and USF - St. Petersburg faculty who were hired with years of credit toward tenure may extend their mid-tenure review and/or tenure clocks by utilizing the provisions specified in Article 15.6.c of the CBA, i.e. by withdrawing all or a portion of such credit, or through the provisions shown above. Both provisions may not be utilized.
 - VII. Because there are no time-specified deadlines for faculty being considered for promotion to Full Professor, the provisions above apply only to faculty being considered for tenure. USF criteria will apply to all faculty being considered for promotion to Full Professor after July 1, 2020.

18

DRAFT

January 14, 2019

- VIII. As per the CBA (Article 9.3.D), “each employee shall be given assignments which provide equitable opportunities, in relation to other employees in the same department/unit, to meet the required criteria for promotion, tenure, successive fixed multi-year appointments, and merit salary increases.” If equitable resources for scholarship are not available to the employee because of inherent limitations of the principal place of employment, then resource availability is to be considered when conducting annual performance reviews and evaluating tenure and promotion applications. Such consideration will be made in the context of maintaining overall unit performance consistent with maintaining the university’s Preeminent status.
- IX. Faculty with the rank of Instructor will also be evaluated by a single set of career promotion guidelines upon consolidation as of July 1, 2020, as will other non-tenure track positions with career promotion pathways.
- X. Tenure-track faculty currently employed at all three campuses who elect not to pursue the research expectations of a R1: Doctoral Universities – Highest Research Activity have the option to request conversion of their lines to those of non-tenure track Instructors prior to their tenure decision. This request is subject to approval of their department/unit and other appropriate upper administrative units. Appointment to Instructor will not be made following a tenure denial. It is recommended that the University establish a renaming of non-tenure track positions that are dedicated to teaching (i.e., the current Instructor rank), and that those titles more clearly denote promotions within that rank.
- B. Recommend the optimal organizational structure and reporting lines for academic departments and recommend administrative support consistent with the optimal organizational structure for academic departments.
- I. Guiding Principle: USF will be one University with three campuses. Although each campus may have distinct qualities, the consolidated university operates as a Preeminent SUS institution with one mission. The Tampa Campus will be the "main campus" with Sarasota-Manatee and St. Petersburg being referred to as “regional campuses.” Deans and department chairs are responsible for the success of assigned faculty across all three campuses, inclusive of meeting Preeminence, AAU, and PBF metrics.
- II. Colleges versus Schools: To be designated as a College, a unit should have a critical mass of full-time tenured/tenure-track faculty, the exact number to be subsequently determined. Until a unit reaches the specified critical mass of faculty, along with sufficient justification that it offers a unique and independent program of study leading to a degree, that unit shall be designated as a School.
The primary administrative (or home) office for any College or School must reside on only one campus, whereas each may have secondary (or hosted) administrative presence on other campuses. Independent Colleges (i.e., not present on other campuses) may be established on any of the campuses, but they must conform to the established criteria for that designation. There shall not be duplicate Colleges/Schools anywhere within the multi-campus system.
- III. Schools versus Departments: The consolidated university should have a standardized and consistent definition of what constitutes a Department and a School (both at the larger and more micro levels), and academic units should be named accordingly.
- IV. Offices: USF Tampa has several quasi-academic offices, including the Office of Undergraduate Studies and the Office of Graduate Studies. Neither qualifies as a College or School. However, both are headed by individuals with the title Dean. It would be wise for the two regional campuses to have an administrative position designated to operate within these

DRAFT

January 14, 2019

offices. For instance, there could be a Dean on the main campus and Associate Deans on each of the campuses.

- V. Reporting Lines: There shall be at least one person designated to provide administrative support for programs or other curricular offerings at any campus on which a Department/School offers instruction. The number and level of such positions will depend upon the size and scope of the programs administered. For a program operating at a campus other than the primary (or home) location of a unit, linkages and reporting lines to counterparts at the primary location shall be explicit. This does not preclude the possibility of combining administrative support across multiple units on a campus as may be needed for programs with small numbers of students and faculty.
 - VI. New Degrees: When considering new degrees, regardless of campus, student and community demand for the degrees, the sustainability of the degree offerings, student success metrics (high impact practices, course completion, graduation and retention, etc.), and available support infrastructure (labs, classrooms, GA funding, etc.) are crucial elements that must be considered when developing the degree proposal.
 - VII. Concentrations: Each campus may have specific concentrations within a degree to meet the needs of its respective constituency. This would not in itself preclude a student primarily affiliated with another campus from pursuing study within that concentration.
 - VIII. Identity: Each campus is encouraged to foster its unique strengths and identity. Campus identities may be expressed through unique academic degrees, programs, and/or concentrations, as well as campus "climates" offering educational and social experiences and engagements with respective communities that differentiate one campus from the others. Efforts to formulate and explicate these identities should proceed as soon as possible.
 - IX. Maximize Resources: The consolidated university should capitalize on the utilization of current state-of-the-art classrooms and create state-of-the-art connectivity between all campuses to offer on-line classes in real-time to multiple locations.
- C. Review and recommend policies for shared governance.
- I. There must be a single faculty senate after consolidation. Disband the USF System Faculty Council and the three separate Faculty Senates at the three institutions. For the consolidated institution, establish one Faculty Senate that will be based on the current USFT Faculty Senate model and structure.
 - II. There must be a document establishing principles of organization, authority, and responsibility of the University of South Florida Faculty after consolidation. Revise the Constitution and Bylaws of the USF Tampa Faculty Senate for use by the new (consolidated) USF Faculty Senate. This document will be developed after a careful review of the Constitution and Bylaws of each of the three current Faculty Senates. The Faculty Affairs Subcommittee or similarly formed committee (i.e., with faculty representation from all three campuses) will undertake this task.
 - III. The new faculty senate structure must provide a forum for faculty from all three campuses to have a voice in the governance of the University. Representation of faculty on each campus has been provided for in the apportionment model for the new USF Faculty Senate (see description #1 above). In addition, the Senate Executive Committee will include an At-Large representative from each campus. All general faculty (from all three campuses) are eligible to serve on Faculty Senate Councils and Committees, and Senators (from all three campuses) are expected to serve on at least one Senate Council or Committee. Have campus representatives on the Executive Committee and Council Committees. There will be one Faculty Senate Executive Committee which will consist of a President, Vice-President,

20

DRAFT

January 14, 2019

Secretary, Sergeant-at-Arms, 3 At-Large members (one from each campus), and 12 Council Chairs (one from each Council or Committee). The officers of the Senate, except for the Campus At-Large members, will be elected by the full Faculty Senator. Each Campus At-Large member will be elected by the Senators from that Campus. There will be 12 Council Committees with representatives from all three campuses serving on each Council.

- IV. Form Campus Faculty Councils. USFSM and USFSP will have a Campus Faculty Council which will consist of the Senators serving on the Faculty Senate and additional Senate Council/Committee members from that campus. The Campus Faculty Council will attend to issues that are particular to each campus.
- V. Avoid disruptive changes while remaining efficient. The new Faculty Senate structure should involve minimal changes now while recognizing opportunities to improve over time.
- VI. Faculty on the regional campuses must have the option of attending meetings on the Tampa Campus either in-person or virtually. Teleconferencing capability should be developed to allow virtual attendance at all Faculty Senate, Faculty Senate Executive Committee, and Faculty Senate Council/Committee meetings. Maximize the use of distance technology (e.g., Zoom). Explore and consider solutions that address existing identified issues to enhance communication among faculty on different campuses.
- VII. The new faculty governance structure should operate effectively and efficiently. The new faculty governance structure should be evaluated during the second year after consolidation. After the second year of operation, the new Faculty Senate will form an ad hoc committee consisting of faculty representation from all three campuses to evaluate and recommend changes for the new governance structure.

DRAFT

January 14, 2019

(4) Research Subcommittee Considerations

- I. Follow existing Research Strategic Plan (2017-21)
 - a. Use the 2017-21 Research Strategic Plan as a map for research. Includes strategies and tactics, and was created to be used system wide, not only USF Tampa. Most, if not all the recommendations, serve as a map for research consolidation.
 - b. Hold town halls to present the strategic plan and explore opportunities with faculty across the system.
- II. Enhance Research Opportunities across the system
 - a. Foster collaborative research- Seed Grants
 - b. Increase access to research core facilities
 - c. Create a robust Web Portal for all Research Cores that includes capabilities, fees, and scheduling
 - d. Establish state of the art telecommunication connections between campuses for teaching, seminars, collaborative meetings
- III. Research Support Services
 - a. Office of Research is currently a system-wide office that provides pre- and post-grants management, compliance, and fiscal oversight. No changes necessary
 - b. Empower Regional/College research offices to support local faculty grant-related activities.
 - c. Expand support for development of entrepreneurial activities and patents on the regional campuses
- IV. Ensure that Research Expectations are Appropriate and Clear during T&P Decisions
 - a. Excellence in Research is a requirement for promotion and tenure. The definition of research excellence is discipline specific and defined at the College and Department levels. CAS has a model that can be applied during consolidation and beyond.
 - b. Look into a model in which research productivity is evaluated in the context of startup funds at hire
 - c. Expectation for new hires should clearly establish research expectations. Positions that are >50% teaching should utilize non-tenure earning or instructor titles
 - d. Track faculty contributions to collaborative research to promote and reward collaborative research
- V. Alignment of Research Colleges and Centers
 - a. PhD and MS program development should follow careful analysis of need, facilities, and research infrastructure
 - b. Likewise, research centers should be aligned with faculty hiring initiatives (clusters), development of graduate programs, and a needs assessment (system and state)
 - c. The committee discussed the College of Marine Science without coming to a specific recommendation. The merits of USFSP building programs around marine and atmospheric sciences was recognized
- VI. Faculty research development
 - a. Create a "System Sabbatical" Program that provides funding or opportunity for faculty to spend summers working with faculty on other campuses. Priority to regional campus and pre-tenure faculty
- VII. Consideration for investment in research space and infrastructure
 - a. Create a five and ten year plan for building new research facilities (buildings)
 - b. Create 1-2 yr, 3-5 yr, and 5-10 year research instrumentation investment plans to support the research mission

22

DRAFT

January 14, 2019

- c. Explore renting facilities in the short term

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DRAFT

January 14, 2019

(5) External Affairs Subcommittee Considerations

- I. Reaffirm there is one USF System Foundation (message)
- II. Reaffirm there is one USF System Alumni Association (message)
- III. Announce new USF brand campaign and emphasize One USF
- IV. Identify existing College namings which may be impacted by consolidation:
 - a. Tiedemann College of Business
 - b. Muma College of Business
- V. Review MOU between Foundation and USFSP
- VI. Review MOU between Foundation and USFSM
- VII. Review Official USF Policies: 0-228, 0-221, 0-230, 0-216, 0-009; recommend revisions
- VIII. Develop list of legislators and appointed and elected officials to communicate with about consolidation
- IX. Communicate with Donors regarding consolidation and that gifts they restricted will remain dedicated to the campus or program they intended
- X. Communicate with Alumni regarding consolidation benefits
- XI. Communicate with communities
 - a. Florida
 - b. Tampa
 - c. St. Pete
 - d. Sarasota
- XII. Communicate that consolidation does not impact USF's commitment to diversity
- XIII. How will we determine which campus an alum is assigned as a constituent if there is one degree and students move among campuses (needed for prospect assignment)
- XIV. After organization changes at College/School/Department levels are finalized, review all Foundation funds to ensure they remain consistent with Donor intent and where applicable obtain Donor permission for any changes and/or implement security signature changes as needed.
- XV. Identify the various constituent groups that will receive consolidation communication/messaging once the PR group develops a core message. The reason we need to identify the groups is because one message won't necessarily work for all groups:
 - a. USF Donors – all
 - b. USF Donors – alumni
 - c. USF Donors – friends
 - d. USF alumni – all
 - e. USF alumni – USFSP grads
 - f. USF alumni – USFSM grads
 - g. USF alumni – Tampa grads
 - h. USF faculty, staff etc.
- XVI. Determine what type of communication, method and message, will be delivered to each of the groups identified in group one above. Once again, we won't necessarily develop the messaging, but will be the ones who disseminate the various messages to constituents with whom University Advancement works.

24

Guiding Principles for USF Consolidation

- Strengthen USF's stature as a Preeminent Research University with national and global prominence;
- Embrace a model of "One University Geographically Distributed" while preserving campus identity – guided by a transparent and collaborative process;
- Commit to "Students First", through expanding access and raising educational attainment while continuing USF's national best practice of student success and diversity;
- Establish a clear, simple and unified leadership structure by aligning accountability with authority and valuing shared governance through engaging students, faculty and staff on all campuses;
- Assure consistency of high impact research across the university through establishing centers and programs of academic excellence on each campus;
- Enhance regional economic development while avoiding unwarranted duplication of academic programs, and
- Maximize performance, service quality and operational efficiencies through optimizing the utilization of faculty talent and technology across the University.

Approved April 23, 2018 by the USF BOT Consolidation, Accreditation and Preeminence Committee



UNIVERSITY OF SOUTH FLORIDA

		2018 TAMPA ACTUALS		2019 TAMPA GOALS		2018 SYSTEM ACTUALS		2019 SYSTEM GOALS		
Premineence										
1	Average GPA / SAT Score	4.0 / 1200	Fall 2017	4.12 / 1280	Fall 2018	4.1 / 1282	Fall 2017	4.07 / 1266	Fall 2018	4.1 / 1282
2	Public University National Ranking [Top 50 rankings based on BOG's official list of publications]	2 in Top 50	2018	4	2019	5	2018	TBD	2019	TBD
3	Freshman Retention Rate [Full-time students as reported to IPEDS]	≥90%	2016-17	90%	2017-18	91%	2016-17	88.3%	2017-18	91%
4a	Six-Year Graduation Rate [Full-time students as reported to IPEDS]	≥70%	2011-17	71%			2011-17	68.8%		
4b	Four-year Graduation Rate [Full-time students as reported to IPEDS]	≥80%			2014-18	60%			2014-18	57.6%
5	National Academy Memberships	6	2018	13	2019	13	2018	13	2019	13
6	Science & Engineering Research Expenditures (\$M)	≥\$200	2016-17	\$502	2017-18	\$503	2016-17	\$502	2017-18	\$503
7	Non-Medical Science & Engineering Research Expenditures (\$M)	≥\$150	2016-17	\$288	2017-18	\$289	2016-17	\$288	2017-18	\$289
8	Number of Broad Disciplines Ranked in Top 100 for Research Expenditures [Includes private univ.]	5 in top 100	2015-16	7 of 8	2016-17	8 of 8	2015-16	7 of 8	2016-17	8 of 8
9	Utility Patents Awarded [over three calendar years]	≥100	2015-17	324	2016-18	325	2015-17	324	2016-18	325
10	Doctoral Degrees Awarded Annually	≥400	2016-17	721	2017-18	725	2016-17	721	2017-18	725
11	Number of Post-Doctoral Appointees [note: statute requires a source with time lag]	≥200	Fall 2014	300	Fall 2015	277	Fall 2014	300	Fall 2015	282
12	Endowment Size (\$M)	≥\$500	2016-17	\$442	2017-18	\$450	2016-17	\$442	2017-18	\$450

Performance Funding Model *(Excellence Score in parenthesis)*

METRICS	Source/Timeframe	2018 ACTUALS					2019 GOALS				
		USF System	USF T	USF SP	USF SM	USF System	USF T	USF SP	USF SM		
1	Percent of Bachelor's Graduates Employed Full-time or Continuing their Education, one-year out (+\$25,000)	70.0% (8)	69.5% (8)	63.1% (5)	71.7% (9)	70.5% (9)	70.5% (9)	70.0% (8)	72.8% (10)		
2	Median Wages of Bachelor's Graduates Employed Full-time, one-year out	\$37,300 (8)	\$37,400 (8)	\$36,800 (8)	\$37,000 (8)	\$39,100 (9)	\$38,000 (8)	\$37,200 (8)	\$38,200 (9)		
3	Average Cost to the Student	\$12,960 (6)	\$12,960 (6)	\$12,960 (6)	\$12,960 (6)	\$12,900 (6)	\$12,900 (6)	\$12,900 (6)	\$12,900 (6)		
4	Four-Year Graduation Rate (Full-time, FTIC)	57.3% (10)	59.6% (10)	30.0% (0)	34.9% (0)	57.6% (10)	60.0% (10)	40.0% (2)	36.0% (0)		
5	Academic Progress Rate (2nd Year Retention with GPA Above 2.0)	85.9% (6)	87.3% (7)	75.6% (0)	81.3% (3)	87.4% (7)	89.0% (9)	78.0% (0)	84.4% (5)		
6	Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM)	61.4% (10)	64.4% (10)	46.6% (8)	39.1% (5)	61.7% (10)	64.5% (10)	47.0% (8)	44.1% (7)		
7	University Access Rate (Percent of Undergraduates with a Pell-grant)	40.0% (9)	39.9% (9)	40.6% (9)	41.1% (9)	40.5% (9)	40.0% (9)	42.0% (10)	44.4% (10)		
8	Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM)	74.8% (10)	78.6% (10)	29.5% (0)	11.7% (0)	75.2% (10)	78.9% (10)	30.2% (0)	20.0% (0)		
9	Percent of Bachelor's Degrees Without Excess Hours (Board of Governors Choice)	78.3% (9)	78.4% (9)	76.9% (8)	80.3% (10)	79.0% (9)	79.0% (9)	78.0% (9)	81.0% (10)		
10	UBOT Choice (Goals are based on new metric that is expected to go into effect in 2019)	272 (10)	267 (10)	0 (0)	5 (0)	77 (7)	TBD	TBD	TBD		
Total Points Projected		86	87	44	50	86	80+	51+	57+		

January 14, 2019



**NEXT STEPS FOR THE DEVELOPMENT OF A CONSOLIDATION PLAN
FOR A SINGLY ACCREDITED UNIVERSITY OF SOUTH FLORIDA**

Following discussion of the detailed CIC considerations and the critical decisions requiring USF leadership's attention, the Council of CIC subcommittee co-chairs at their December 14, 2018 meeting unanimously agreed that given the short timeline for the development of the recommended consolidation plan for the USF Board of Trustees by February 15, 2019 and the subsequent SACSCOC submission, there is an urgent need to proactively engage faculty and staff across all three campuses, and empower USF leadership to make decisions necessary for a fully actionable plan.

In order to effectively implement this, they recommended that the Chief Academic Officer of the USF System, Provost Ralph Wilcox (in consultation with Chancellor Martin Tadlock (USFSP) and Chancellor Karen Holbrook (USFSM)) immediately engage relevant stakeholders as appropriate in an open, inclusive and timely manner to gather relevant input and transform the CIC considerations to a concrete plan for consolidation in the following areas that are critical to consolidation, accreditation and preeminence:

- Program Alignment and College Structure (including USF Libraries)
- Curriculum Consolidation – Principles and Processes
- Educational Policies, Procedures and Practices
- Academic Leadership and Performance Accountability: Roles, Reporting and Responsibility (Preeminence, PBF, AAU)
- Decision Support and Institutional Effectiveness
- Students Affairs and Student Success (Admissions, Undergraduate and Graduate Student Success)
- Faculty Governance
- Research Infrastructure and Support (Faculty Success)
- Building a Digital Ecosystem (Online and Virtual Classes)

Recognizing that discussions leading to a final recommendation may sometimes face differing points of view that may need reconciliation they recommended that the Office of the University Ombudsman, Mr. Steve Prevaux be used to facilitate the process when necessary.

NOTE: Since the recommendation, this process has been initiated and is currently in progress. Details are included in the following pages.



In a draft *Report* presented to USF System leadership on December 19, 2018, the USF Consolidation Implementation Council (CIC) made the following urgent recommendation:

The Council of CIC Subcommittee co-Chairs unanimously agreed that given the short timeline for the development of the recommended consolidation plan for the USF Board of Trustees by February 15, 2019 and the subsequent SACSCOC submission, there is an urgent need to proactively engage faculty and staff across all three campuses, and empower USF leadership to make decisions necessary for a fully actionable plan.

In order to effectively implement this, we recommend that the Chief Academic Officer of the USF System, Provost Ralph Wilcox (in consultation with Regional Chancellors Martin Tadlock (USFSP) and Karen Holbrook (USFSM)) immediately engage relevant stakeholders as appropriate in an open, inclusive and timely manner to gather input and transform the CIC considerations to a concrete plan for consolidation in the following areas that are critical to consolidation, accreditation and preeminence:

- Program Alignment and College Structure (including USF Libraries)
- Curriculum Consolidation – Principles and Processes
- Educational Policies, Procedures and Practices
- Academic Leadership and Performance Accountability: Roles, Reporting and Responsibility (Preeminence, PBF, AAU)
- Decision Support and Institutional Effectiveness
- Students Affairs and Student Success (Admissions, Undergraduate and Graduate Student Success)
- Faculty Governance
- Research Infrastructure and Support (Faculty Success)
- Building a Digital Ecosystem (Online and Virtual Classes)

Recognizing that discussions leading to a final recommendation may sometimes face differing points of view that may need reconciliation we recommend that the Office of the University Ombudsman, Mr. Steve Prevaux be used to facilitate the process when necessary.

From: *Consolidation Plans for a Single-Accredited University of South Florida*, Pritish Mukherjee & Donna Petersen, Co-Chairs, Consolidation Implementation Committee (CIC), Draft, December 19, 2018.

Given the acknowledged urgency of addressing critical academic and student success matters Provost Wilcox, in consultation with Regional Chancellors Holbrook and Tadlock, has framed the following process intended to engage faculty, academic leaders, and other essential stakeholders in developing a plan for consolidation consistent with the *Florida Excellence in Higher Education Act of 2018*, SACSCOC's *Principles of Accreditation*, criteria for designation as a Preeminent Research University, considerations presented by the CIC Subcommittees and draft recommendations from the Consolidation Task Force.

The resultant, collective and carefully considered response will be assembled in the form of a preliminary *USF Consolidation Plan Manual* for submission to USF leadership and/or the USF BOT (through the *Consolidation Implementation Committee*):

- Recommendations and prioritized action steps (narrative with specific tasks, and rationale as appropriate),
- Responsible parties (owners), and
- Timelines (milestones).

Referential Guiding Documents:

- *Florida Excellence in Higher Education Act of 2018* (including Preeminence criteria).
- SACSCOC, *The Principles of Accreditation* (December 2017), and *Resource Manual for The Principles of Accreditation* (Third Edition, 2018):
 - Administration and Organization (Section 5)
 - Faculty (Section 6)
 - Institutional Planning and Effectiveness (Section 7)
 - Student Achievement (Section 8)
 - Educational Program Structure and Content (Section 9)
 - Educational Policies, Procedures, and Practices (Section 10)
 - Library and Learning/Information Resources (Section 11)
 - Academic and Student Support Services (Section 12)
 - Guidelines for Addressing Distance Education and Off-Campus Instructional Sites (Appendix C)
- Professional and/or Specialized Accreditation Standards.
- USF Consolidation Implementation Committee Draft *Report* (dated December 19, 2018), with Subcommittee Considerations.
- Draft Report(s) of the statutorily constituted USF Consolidation Planning, Study, and Implementation Task Force, with Subcommittee Recommendations.
- FL BOG Regulations.
- FL BOG and USF BOT Data.
- Labor Market Data.
- FL SUS Preeminence and Performance-Based Funding Criteria.
- USF BOT Principles for Consolidation.
- USF Regulations and Policies (<http://regulationspolicies.usf.edu/regulations-and-policies/regulations-policies-procedures.asp> including USDF System Policy 10-055).
- Huron's *Academic Structure Mapping Guidelines* (2018).
- Organizational Structures and Operating Procedures of Florida Preeminent and Public, Comprehensive, AAU, Multi-Campus, Singularly-Accredited, Research Universities (benchmarking).

Guiding Principles for USF Consolidation:

- Strengthen USF's stature as a Preeminent Research University with national and global prominence;
- Embrace a model of "One University Geographically Distributed" while preserving campus identity – guided by a transparent and collaborative process;
- Commit to "Students First", through expanding access and raising educational attainment while continuing USF's national best practice of student success and diversity;
- Establish a clear, simple and unified leadership structure by aligning accountability with authority and valuing shared governance through engaging students, faculty and staff on all campuses;
- Assure consistency of high impact research across the university through establishing centers and programs of academic excellence on each campus;

- Enhance regional economic development while avoiding unwarranted duplication of academic programs, and
- Maximize performance, service quality and operational efficiencies through optimizing the utilization of faculty talent and technology across the University.

Approved by the USF BOT Consolidation, Accreditation & Preeminence Committee (April 23, 2018)

Guidelines for Fulfilling the Task Outlined by USF Consolidation Implementation Council (CIC) on December 19, 2018:

- Assure broad-based consultation with key stakeholders across USF,
- Team members (including Deans, Faculty Senate Presidents and the President of the System Faculty Council) are responsible for adherence to USF System Policy 10-055 (i.e. open dialogue and review among faculty and administration regarding organizational restructuring of academic units),
- “Do no harm” (especially with regard to Preeminence & Accreditation),
- Focus on student centrality – including not impeding students’ progress to graduation and ensuring consistency of educational experience across all campuses,
- Strive for consensus agreement to outcomes while exemplifying collegiality and respect for colleagues across USF,
- Aim to build a sense of community,
- Emphasize equity of assignment, support, performance assessment, and compensation for faculty, and
- Engage the University Ombudsman to help facilitate the process when necessary.

Executive Committee:

Members: Wilcox, Cardwell, Chisolm, Kemker, Michael (Deanna), Smith (Dwayne)

Staff: Brown-Hernandez, Wrona

Task

- Review and, as appropriate, comment on Considerations presented by the Consolidation Implementation Committee Subcommittees.
- Review and, as appropriate, comment on Recommendations presented by the Subcommittees of the USF Consolidation Planning, Study, and Implementation Task Force.
- Curriculum Consolidation – Principles and Processes (to be completed in Summer/Fall 2019).
- Criteria & Process for Endorsing Curricula Expansion (demonstrable community need, student demand, and adequate resources).
- Hiring Procedures to Optimize Fiscal Stewardship, Avoid Unnecessary Duplication, and Maximize Faculty Investment to meet expanding student needs and strengthen USF’s stature as a Preeminent Research University.
- Recommendation for USF Strategic Planning, 2020-2025.
- Department, School, and College Structure – Defining the academic unit(s) and incubating programs, departments, and schools in colleges.

Structural and Operational Benchmarks (excluding the Honors College and the Morsani College of Medicine):

- a critical mass of tenured/tenure-earning faculty,
- a distinctive array of high quality [externally-reviewed and/or accredited] academic programs (at different levels: baccalaureate/graduate),

- a sustained level of operating support, from public and/or private sources (that does not diminish direct investment in the student experience – e.g. excessive administrative costs), consistent with that required of an autonomous unit,
- a critical mass of talented undergraduate and graduate degree-seeking students,
- a track record of student access, success (retention and graduation rates), and placement at the level of a Preeminent Research University, and
- a record of scholarly, scientific, and/or creative productivity (including sponsored research), by faculty and graduate students, consistent with a Preeminent Research University.

At a Florida Preeminent Research University and/or AAU institution:

A College: Is ordinarily found to be an autonomous unit (comprised of multiple schools, departments, and/or programs), and led by a Dean reporting directly to the university's chief academic officer (Provost). It is manageably sized and leverages the efficiency of scale while not presenting an imbalance of representation in university governance.

A School: Is ordinarily a member unit (usually comprised of a field of professional study) of a college with a Director (or Associate Dean), reporting directly to the college Dean. It is manageably sized and leverages the efficiency of scale while not presenting an imbalance of representation in college-wide governance.

A Department: Is a member unit (most often clustered around an academic discipline) of a college led by a Chair, reporting directly to the college Dean. It is manageably sized and leverages the efficiency of scale while not presenting an imbalance of representation in college-wide governance.

A Program: Ordinarily represents a discipline or field of study (sometimes interdisciplinary in nature, at the undergraduate and/or graduate level) captured in a high demand and distinctive cognate or professional domain and represented by a CIP Code (drawn from the National Center for Education Statistics [NCES] taxonomy of Classification of Instructional Programs [CIP]). Programs are ordinarily housed in a single department or school within a college, with curricular authority and responsibility residing with the unit (s) faculty.

- Other items as approved by the Executive Committee Chair.

Timeline: January 18, 2019, and consideration of preliminary responses from Teams A-K (1-12) by February 8, 2019.

Team A: Faculty Governance

Members: Garey, Arsenaault, Boaz, Gillespie, Michael (Deanna), Schneider

Task:

- Review and, as appropriate, comment on Considerations presented by the CIC Faculty Affairs and Research Subcommittees.
- Review and, as appropriate, comment on Recommendations presented by the Shared Governance/Transparency Subcommittee of the USF Consolidation Planning, Study, and Implementation Task Force.
- Develop a process and timeline for establishing a Faculty Senate Constitution and Bylaws (effective July 1, 2020).
- Develop a process and timeline for Faculty Senate Council and Committee Structure: Membership and Charge (effective July 1, 2020).
- Develop a process and timeline for new USF Tenure and Promotion Guidelines (effective July 1, 2020).

January 7, 2019

- Develop a process to assure Faculty Oversight and Ownership of the Curriculum that will be delivered by the consolidated university, beginning July 1, 2020.
- What are the Pros and Cons of faculty selecting (or being assigned) a “home” campus?
- What are the ramifications for Faculty Appointment and procedures for requesting a transfer?
- What are the ramifications for Faculty Assignment (by campus location and online)?
- Other items as approved by the Team Leader.

Timeline: February 8, 2019

Team B: Academic Leadership & Performance Accountability: Roles, Reporting & Responsibility

Members: Wilcox, Cardwell, Chisolm, Kemker, Smith (Dwayne)

Task:

- Review and, as appropriate, comment on Considerations presented by the CIC Faculty Affairs Subcommittee.
- Review and, as appropriate, comment on Recommendations presented by the Shared Governance/Transparency Subcommittee of the USF Consolidation Planning, Study, and Implementation Task Force.
- Determine the Role, Responsibility and Reporting Line(s) for each of the following, consistent with other Preeminent Research Universities in Florida and national peer (AAU) institutions:
 - Examples of Responsibility: strategic planning, budget planning, accreditation, faculty hiring, appointment/assignment, class scheduling, annual evaluation, tenure & promotion, admissions, enrollment planning & management, AAU, Preeminence & PBF performance accountability.
 - Provost & Executive Vice President/Chief Academic Officer (USF wide)
 - Vice Presidents (relevant to academic, student success and research goals – USF wide)
 - Vice Provosts (USF wide)
 - Regional Vice Chancellor(s) for Academic Affairs (Campus based)
 - Deans (USF wide)
 - Directors (USF wide)
 - Chairs (USF wide)
 - Others (USF wide)
 - Others (Campus based)
- Other items as approved by the Team Leader.

Timeline: February 8, 2019

Team C: Educational Policies, Procedures and Practices

Members: Lister, Adamchak, Borghesi, Dumford, Perry, Toler

Task:

- Review and, as appropriate, comment on considerations presented by the CIC Subcommittees
- Develop a process and timeline for reviewing and amending USF Academic Regulations and Policies, including Academic Affairs, Information Technology, Research & Innovation, Student Affairs & Student Success, and other categories as appropriate (<http://regulationspolicies.usf.edu/regulations-and-policies/regulations-policies-procedures.asp>) to reflect clarity and consistency within “one

January 7, 2019

university geographically distributed”, on three campuses, with clear lines of accountability and authority.

- Other items as approved by the Team Leader.

Timeline: February 8, 2019 or earlier

Team D: *Student Affairs, Access & Success*

Members: Dosal, Atchley (Ruthann), Gambrell, Helton, Kemker, Miller, Nutt

Task:

- Review and, as appropriate, comment on Considerations presented by the CIC Student Success Subcommittee.
- Review and, as appropriate, comment on Recommendations presented by the Student Access Subcommittee, the Shared Governance/Transparency Subcommittee, and the Student Success/Academic Programs/Campus Identity Subcommittee of the USF Consolidation Planning, Study, and Implementation Task Force.
- What programs, departments and/or centers will be “housed” under this university-wide organizational umbrella? What will the unit be called?
- What Student Governance structure will be implemented under Consolidation?
- What is the proposed leadership (and reporting) structure for the unit in a Consolidated USF (and by campus)?
- What are the Pros and Cons of students selecting (or being assigned) a “home” campus?
- What are the distinctive strengths within the unit, by campus, and how will they be preserved?
- How will uniformity of student admissions be accomplished, while maintaining access and diversity, and enhancing student success?
- How will we bring greater clarity and articulation to consistency of *FUSE Grad Pathways* to all USF campuses.
- How will equity of student access to services be accomplished across all campuses?
- How will student complaints be managed, tracked, and resolved on each campus?
- Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation.
- What risks can be identified (re: unit contributions to Preeminence, PBF, Regional and/or Specialized Accreditation and Institutional and/or Programmatic Rankings) and how will they be mitigated?
- Other items as approved by the Team Leader.

Timeline: February 1, 2019

Team E: *Undergraduate Studies*

Members: Atchley (Paul), Besley, Betancourt, Cleveland-Roberts, Gresham, Roberts, Wagner

Task:

- Review and, as appropriate, comment on Considerations presented by the CIC Student Success, and General Education & Curricular Alignment Subcommittees.
- Review and, as appropriate, comment on Recommendations presented by the Shared Governance/Transparency Subcommittee, and the Student Success/Academic Programs/Campus Identity Subcommittee of the USF Consolidation Planning, Study, and Implementation Task Force.
- What programs, departments and/or centers will be “housed” under this organizational umbrella?
- What is the proposed leadership (and reporting) structure for the unit in a Consolidated USF?

January 7, 2019

- What is the proposed faculty governance structure for the unit in a Consolidated USF (to ensure broad-based representation on all campuses)? Include committees and councils (e.g. undergraduate curriculum, general education council/committee etc).
- Is there consensus around a single General Education Curriculum and a unified Quality Enhancement Plan with Consolidation? What is the process/timeline for final design/approval and implementation?
- How will uniformity of learning outcomes, by degree program, be assured across all campuses?
- What are the distinctive strengths within the unit, by campus, and how will they be preserved?
- What risks can be identified (re: unit contributions to Preeminence, PBF, Regional and/or Specialized Accreditation and Institutional and/or Programmatic Rankings) and how will they be mitigated?
- Other items as approved by the Team Leader.

Timeline: February 1, 2019

Team F: Graduate Studies

Members: Bahr, Black, Kilpatrick, Kirby, Knudsen, Smith (Richard), Teague

Task:

- Review and, as appropriate, comment on Considerations presented by the CIC Student Success, General Education & Curricular Alignment, and Research Subcommittees.
- Review and, as appropriate, comment on Recommendations presented by the Student Success/Academic Programs/Campus Identity Subcommittee of the USF Consolidation Planning, Study, and Implementation Task Force.
- What programs, departments and/or centers will be “housed” under this organizational umbrella?
- What is the proposed leadership (and reporting) structure for the unit in a Consolidated USF?
- What is the proposed faculty governance structure for the unit in a Consolidated USF (to ensure broad-based representation on all campuses)? Include committees and councils (e.g. graduate curriculum council).
- How will uniformity of learning outcomes, by degree program, be assured across all campuses?
- What are the distinctive strengths within the unit, by campus, and how will they be preserved?
- What risks can be identified (re: unit contributions to Preeminence, PBF, Regional and/or Specialized Accreditation and Institutional and/or Programmatic Rankings) and how will they be mitigated?
- Other items as approved by the Team Leader.

Timeline: February 1, 2019 or earlier

Team G: Research Infrastructure & Support

Members: Puig, Arthur, Breslin, Garey, Justice, Sarkar, Serovich

Task:

- Review and, as appropriate, comment on Considerations presented by the CIC Research Subcommittee.
- Review and, as appropriate, comment on Recommendations presented by the Student Success/Academic Programs/Campus Identity Subcommittee of the USF Consolidation Planning, Study, and Implementation Task Force.
- Outline the process and timeline for fully implementing the current USF Research Strategic Plan.

January 7, 2019

- What criteria must be met, and process followed, to establish Centers of Academic & Research Excellence on each campus?
- What is the process for identifying and prioritizing university research infrastructure investments (including, but not limited to, research laboratories and facilities, instrumentation and equipment etc) across all campuses?
- Other items as approved by the Team Leader.

Timeline: February 8, 2019 or earlier

Team H: *Decision Support & Institutional Effectiveness*

Members: Garcia, Caskie, Jones, Madden, Schwartz, Wrona

Task:

- Review and, as appropriate, comment on Considerations presented by the CIC Subcommittees.
- Review and, as appropriate, comment on Recommendations presented by Subcommittees of the USF Consolidation Planning, Study, and Implementation Task Force.
- What programs, departments and/or centers will be “housed” under this university-wide organizational umbrella? What will the unit be called?
- What is the proposed leadership (and reporting) structure for the unit in a Consolidated USF?
- What are the distinctive strengths within the unit, by campus, and how will they be preserved?
- How will we assure integrity in Data Reporting, Performance benchmarking and predictive data analysis, SACSCOC Reporting, Carnegie Classification, and Enhancement of National and Global Rankings in a Consolidated USF?
- Other items as approved by the Team Leader.

Timeline: February 8, 2019 or earlier

Team I: *Innovative Education*

Members: DeLuca, Fernandes, Koulianos, Limayem, Morris, Sheybani

Task:

- Review and, as appropriate, comment on Considerations presented by the CIC Student Success and Research Subcommittees
- Review and, as appropriate, comment on Recommendations presented by Subcommittees of the USF Consolidation Planning, Study, and Implementation Task Force.
- What programs, departments and/or centers will be “housed” under this university-wide organizational umbrella? What will the unit be called?
- What is the proposed leadership (and reporting) structure for the unit in a Consolidated USF?
- What are the distinctive strengths within the unit, by campus, and how will they be preserved?
- How will a Consolidated USF assure academic quality assurance in Digital and Online Learning, Summer@USF, Graduate Certificates, Pre-College Programs, Corporate Training & Professional Education (to meet the distinctive needs of the communities we serve), Testing Services, and OLLI-USF?
- Other items as approved by the Team Leader.

Timeline: February 8, 2019 or earlier

Team J: *USF World*

Members: Brindley, Andel, Caruson, Kabongo, Menezes, Schmidt (Ella)

Task:

- Review and, as appropriate, comment on Considerations presented by the CIC Student Success Subcommittee.
- Review and, as appropriate, comment on Recommendations presented by Subcommittees of the USF Consolidation Planning, Study, and Implementation Task Force.
- What programs, departments and/or centers will be “housed” under this organizational umbrella?
- What is the proposed leadership (and reporting) structure for the unit in a Consolidated USF (and by campus)?
- What is the proposed faculty governance structure for the unit in a Consolidated USF (to ensure broad-based representation on all campuses)? Include committees and councils.
- What are the distinctive strengths within the unit, by campus, and how will they be preserved?
- What risks can be identified (re: unit contributions to Preeminence, PBF, Regional and/or Specialized Accreditation and Institutional and/or Programmatic Rankings) and how will they be mitigated?
- Other items as approved by the Team Leader.

Timeline: February 8, 2019 or earlier

Team K: Program & Curriculum Alignment**USF Tampa: Current College Structure as a Separately Accredited Institution**

College of the Arts
 College of Arts & Sciences
 College of Behavioral & Community Sciences
 College of Education
 College of Engineering
 College of Marine Science
 College of Nursing
 College of Pharmacy
 College of Public Health
 Honors College
 Morsani College of Medicine
 Muma College of Business
 Patel College of Global Sustainability

USF St. Petersburg: Current College Structure as a Separately Accredited Institution

College of Arts & Sciences
 College of Education
 Tiedemann College of Business

USF Sarasota-Manatee: Current College Structure as a Separately Accredited Institution

College of Business
 College of Hospitality & Tourism Leadership
 College of Liberal Arts & Social Sciences
 College of Science & Mathematics
 School of Education

Curriculum Cluster K1: Program Alignment in ART & DESIGN

Members: Lee, Bundrick, Davis-Cotton, MacLeod, Powers, Wilson (Wallace)

January 7, 2019

Task:

- What programs (CIP codes), departments and/or schools will be academically “housed” in the unit?
- What existing Centers and/or Institutes (with campus location) are proposed to be housed in the unit?
- What is the estimated (a) full-time faculty headcount, and (b) UG/GR major headcount in the consolidated unit?
- Do you anticipate an academic “presence” on each campus? What is the scope and timeline?
- What is the proposed academic leadership (and reporting) structure for the unit in a Consolidated USF (and by campus)?
- What is the proposed faculty governance structure for the unit in a Consolidated USF (to ensure broad-based representation on all campuses)? Include committees and councils (e.g. curriculum, tenure & promotion, etc).
- What are the distinctive strengths within the unit, by campus, and how will they be preserved?
- Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation.
- What risks can be identified (re: unit contributions to Preeminence, PBF, Regional and/or Specialized Accreditation and Institutional and/or Programmatic Rankings) and how will they be mitigated?
- Other items as approved by the Cluster Leader.

Timeline: February 8, 2019 – with review per USF System Policy 10-055 to be completed by May 10, 2019

Curriculum Cluster K2: *Program Alignment in the BEHAVIORAL & COMMUNITY SCIENCES*

Members: Serovich, Batsche, Betancourt, Pennicook, Reid, Sanders, Stone

Task:

- What programs (CIP codes), departments and/or schools will be academically “housed” in the unit?
- What existing Centers and/or Institutes (with campus location) are proposed to be housed in the unit?
- What is the estimated (a) full-time faculty headcount, and (b) UG/GR major headcount in the consolidated unit?
- Do you anticipate an academic “presence” on each campus? What is the scope and timeline?
- What is the proposed academic leadership (and reporting) structure for the unit in a Consolidated USF (and by campus)?
- What is the proposed faculty governance structure for the unit in a Consolidated USF (to ensure broad-based representation on all campuses)? Include committees and councils (e.g. curriculum, tenure & promotion, etc).
- What are the distinctive strengths within the unit, by campus, and how will they be preserved?
- Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation.
- What risks can be identified (re: unit contributions to Preeminence, PBF, Regional and/or Specialized Accreditation and Institutional and/or Programmatic Rankings) and how will they be mitigated?
- Other items as approved by the Cluster Leader.

Timeline: February 8, 2019 – with review per USF System Policy 10-055 to be completed by May 10, 2019

Curriculum Cluster K3: *Program Alignment in BUSINESS*

January 7, 2019

Members: Limayem, de Vreede, Moreo, Reck, Robinson, Sundaram, Watkins

Task:

- What programs (CIP codes), departments and/or schools will be academically “housed” in the unit? What will the various units be called?
- What existing Centers and/or Institutes (with campus location) are proposed to be housed in the unit?
- What is the estimated (a) full-time faculty headcount, and (b) UG/GR major headcount in the consolidated unit?
- Do you anticipate an academic “presence” on each campus? What is the scope and timeline?
- What is the proposed academic leadership (and reporting) structure for the unit in a Consolidated USF (and by campus)?
- What is the proposed faculty governance structure for the unit in a Consolidated USF (to ensure broad-based representation on all campuses)? Include committees and councils (e.g. curriculum, tenure & promotion, etc).
- What are the distinctive strengths within the unit, by campus, and how will they be preserved?
- Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation.
- What risks can be identified (re: unit contributions to Preeminence, PBF, Regional and/or Specialized Accreditation and Institutional and/or Programmatic Rankings) and how will they be mitigated?
- Other items as approved by the Cluster Leader.

Timeline: February 8, 2019 – with review per USF System Policy 10-055 to be completed by May 10, 2019

Curriculum Cluster K4: *Program Alignment in EDUCATION*

Members: Knoepfel, Raker, Rosengrant, Schneider, Shaunessy-Dedrick, Wilson (G. Patricia)

Task:

- What programs (CIP codes), departments and/or schools will be academically “housed” in the unit?
- What existing Centers and/or Institutes (with campus location) are proposed to be housed in the unit?
- What is the estimated (a) full-time faculty headcount, and (b) UG/GR major headcount in the consolidated unit?
- Do you anticipate an academic “presence” on each campus? What is the scope and timeline?
- What is the proposed academic leadership (and reporting) structure for the unit in a Consolidated USF (and by campus)?
- What is the proposed faculty governance structure for the unit in a Consolidated USF (to ensure broad-based representation on all campuses)? Include committees and councils (e.g. curriculum, tenure & promotion, etc).
- What are the distinctive strengths within the unit, by campus, and how will they be preserved?
- Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation.
- What risks can be identified (re: unit contributions to Preeminence, PBF, Regional and/or Specialized Accreditation and Institutional and/or Programmatic Rankings) and how will they be mitigated?
- Other items as approved by the Cluster Leader.

Timeline: February 8, 2019 – with review per USF System Policy 10-055 to be completed by May 10, 2019

Curriculum Cluster K5: Program Alignment in ENGINEERING**Members:** Bishop, Bhanja, Eddins, Henderson, Kirchman, Murawski, Thomas**Task:**

- What programs (CIP codes), departments and/or schools will be academically “housed” in the unit?
- What existing Centers and/or Institutes (with campus location) are proposed to be housed in the unit?
- What is the estimated (a) full-time faculty headcount, and (b) UG/GR major headcount in the consolidated unit?
- Do you anticipate an academic “presence” on each campus? What is the scope and timeline?
- What is the proposed academic leadership (and reporting) structure for the unit in a Consolidated USF (and by campus)?
- What is the proposed faculty governance structure for the unit in a Consolidated USF (to ensure broad-based representation on all campuses)? Include committees and councils (e.g. curriculum, tenure & promotion, etc).
- What are the distinctive strengths within the unit, by campus, and how will they be preserved?
- Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation.
- What risks can be identified (re: unit contributions to Preeminence, PBF, Regional and/or Specialized Accreditation and Institutional and/or Programmatic Rankings) and how will they be mitigated?
- Other items as approved by the Cluster Leader.

Timeline: February 8, 2019 – with review per USF System Policy 10-055 to be completed by May 10, 2019**Curriculum Cluster K6: Program Alignment in HEALTH****Members:** Rich, Deschenes, Eisenberg, Ford, Hernandez, Kemker, Pennicook, Riedinger-Whitmore**Task:**

- What programs (CIP codes), departments and/or schools will be academically “housed” in the unit?
- What existing Centers and/or Institutes (with campus location) are proposed to be housed in the unit?
- What is the estimated (a) full-time faculty headcount, and (b) UG/GR major headcount in the consolidated unit?
- Do you anticipate an academic “presence” on each campus? What is the scope and timeline?
- What is the proposed academic leadership (and reporting) structure for the unit in a Consolidated USF (and by campus)?
- What is the proposed faculty governance structure for the unit in a Consolidated USF (to ensure broad-based representation on all campuses)? Include committees and councils (e.g. curriculum, tenure & promotion, etc).
- What are the distinctive strengths within the unit, by campus, and how will they be preserved?
- Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation.
- What risks can be identified (re: unit contributions to Preeminence, PBF, Regional and/or Specialized Accreditation and Institutional and/or Programmatic Rankings) and how will they be mitigated?
- Other items as approved by the Cluster Leader.

Timeline: February 8, 2019 – with review per USF System Policy 10-055 to be completed by May 10, 2019

Curriculum Cluster K7: Program Alignment in HONORS**Members:** Adams, Sloan, Smith (Thomas), Wilkins**Task:**

- What programs (CIP codes), departments and/or schools will be academically “housed” in the unit?
- What existing Centers and/or Institutes (with campus location) are proposed to be housed in the unit (e.g. Office of National Scholarships, Provost’s Scholars Program, Office of Undergraduate Research)?
- What is the estimated (a) full-time faculty headcount, and (b) student headcount in the consolidated unit?
- Do you anticipate an academic “presence” on each campus? What is the scope and timeline?
- What is the proposed academic leadership (and reporting) structure for the unit in a Consolidated USF (and by campus)?
- What is the proposed faculty governance structure for the unit in a Consolidated USF (to ensure broad-based representation on all campuses)? Include committees and councils (e.g. curriculum, tenure & promotion, etc).
- What are the distinctive strengths within the unit, by campus, and how will they be preserved?
- Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation.
- What risks can be identified (re: unit contributions to Preeminence, PBF, Regional and/or Specialized Accreditation and Institutional and/or Programmatic Rankings) and how will they be mitigated?
- Other items as approved by the Cluster Leader.

Timeline: February 8, 2019 – with review per USF System Policy 10-055 to be completed by May 10, 2019

Curriculum Cluster K8: Program Alignment in the HUMANITIES**Members:** Eisenberg, Michael (Magali), Irwin, O’Connor, Runge-Gordon, Turner**Task:**

- What programs (CIP codes), departments and/or schools will be academically “housed” in the unit?
- What existing Centers and/or Institutes (with campus location) are proposed to be housed in the unit?
- What is the estimated (a) full-time faculty headcount, and (b) UG/GR major headcount in the consolidated unit?
- Do you anticipate an academic “presence” on each campus? What is the scope and timeline?
- What are the Pros and Cons of the Humanities being configured into a single School or College?
- What is the proposed academic leadership (and reporting) structure for the Humanities in a Consolidated USF (and by campus)?
- What is the proposed faculty governance structure for the unit in a Consolidated USF (to ensure broad-based representation on all campuses)? Include committees and councils (e.g. curriculum, tenure & promotion, etc).
- What are the distinctive strengths within the unit, by campus, and how will they be preserved?
- Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation.

January 7, 2019

- What risks can be identified (re: unit contributions to Preeminence, PBF, Regional and/or Specialized Accreditation and Institutional and/or Programmatic Rankings) and how will they be mitigated?
- Other items as approved by the Cluster Leader.

Timeline: February 8, 2019 – with review per USF System Policy 10-055 to be completed by May 10, 2019

Curriculum Cluster K9: Program Alignment in the LIBRARY

Members: Chavez, Bland, Cardwell, Fulkerson, Pettijohn, Smith (Drew)

Task:

- What departments and/or schools will be academically “housed” in the unit?
- What existing Centers and/or Institutes (with campus location) are proposed to be housed in the unit?
- What is the estimated (a) full-time faculty, and full-time staff headcount?
- What is the proposed academic leadership (and reporting) structure for the unit in a Consolidated USF (and by campus)?
- What are the Pros and Cons with regard to meeting USF’s strategic goal of membership in the Association of Research Libraries (ARL)?
- What is the proposed faculty governance structure for the unit in a Consolidated USF (to ensure broad-based representation on all campuses)? Include committees and councils (e.g. tenure & promotion, etc).
- What are the distinctive strengths within the unit, by campus, and how will they be preserved?
- Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation.
- What risks can be identified (re: unit contributions to Preeminence, PBF, Regional and/or Specialized Accreditation and Institutional and/or Programmatic Rankings) and how will they be mitigated?
- Other items as approved by the Cluster Leader.

Timeline: February 8, 2019 – with review per USF System Policy 10-055 to be completed by May 10, 2019

Curriculum Cluster K10: Program Alignment in MARINE SCIENCE, SUSTAINABILITY & ENVIRONMENT

Members: Dixon, Ergas, Judkins, Parayil, Raines, Santamaria, Stuart

Task:

- What programs (CIP codes), departments and/or schools will be academically “housed” in the unit?
- What existing Centers and/or Institutes (with campus location) are proposed to be housed in the unit?
- What is the estimated (a) full-time faculty headcount, and (b) UG/GR major headcount in the consolidated unit?
- Do you anticipate an academic “presence” on each campus? What is the scope and timeline?
- What is the proposed academic leadership (and reporting) structure for the unit in a Consolidated USF (and by campus)?
- What is the proposed faculty governance structure for the unit in a Consolidated USF (to ensure broad-based representation on all campuses)? Include committees and councils (e.g. curriculum, tenure & promotion, etc).
- What are the distinctive strengths within the unit, by campus, and how will they be preserved?

January 7, 2019

- Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation.
- What risks can be identified (re: unit contributions to Preeminence, PBF, Regional and/or Specialized Accreditation and Institutional and/or Programmatic Rankings) and how will they be mitigated?
- Other items as approved by the Cluster Leader.

Timeline: February 8, 2019 – with review per USF System Policy 10-055 to be completed by May 10, 2019

Curriculum Cluster K11: *Program Alignment in the NATURAL SCIENCES & MATHEMATICS*

Members: Schmidt (Kristina), Connor, Coy, Shimizu, Space, Whitmore, Woods

Task:

- What programs (CIP codes), departments and/or schools will be academically “housed” in the unit?
- What existing Centers and/or Institutes (with campus location) are proposed to be housed in the unit?
- What is the estimated (a) full-time faculty headcount, and (b) UG/GR major headcount in the consolidated unit?
- Do you anticipate an academic “presence” on each campus? What is the scope and timeline?
- What are the Pros and Cons of the Natural Sciences & Mathematics being configured into a single School or College?
- What is the proposed academic leadership (and reporting) structure for the Natural Sciences & Mathematics in a Consolidated USF (and by campus)?
- What is the proposed faculty governance structure for the unit in a Consolidated USF (to ensure broad-based representation on all campuses)? Include committees and councils (e.g. curriculum, tenure & promotion, etc).
- What are the distinctive strengths within the unit, by campus, and how will they be preserved?
- Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation.
- What risks can be identified (re: unit contributions to Preeminence, PBF, Regional and/or Specialized Accreditation and Institutional and/or Programmatic Rankings) and how will they be mitigated?
- Other items as approved by the Cluster Leader.

Timeline: February 8, 2019 – with review per USF System Policy 10-055 to be completed by May 10, 2019

Curriculum Cluster K12: *Program Alignment in the SOCIAL SCIENCES*

Members: Himmelgreen, Cavendish, Chenneville, Price-Herndl, Ruva, Stark

Task:

- What programs (CIP codes), departments and/or schools will be academically “housed” in the unit?
- What existing Centers and/or Institutes (with campus location) are proposed to be housed in the unit?
- What is the estimated (a) full-time faculty headcount, and (b) UG/GR major headcount in the consolidated unit?
- Do you anticipate an academic “presence” on each campus? What is the scope and timeline?
- What are the Pros and Cons of the Social Sciences being configured into a single School or College?
- What is the proposed academic leadership (and reporting) structure for the Social Sciences in a Consolidated USF (and by campus)?

January 7, 2019

- What is the proposed faculty governance structure for the unit in a Consolidated USF (to ensure broad-based representation on all campuses)? Include committees and councils (e.g. curriculum, tenure & promotion, etc).
- What are the distinctive strengths within the unit, by campus, and how will they be preserved?
- Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation.
- What risks can be identified (re: unit contributions to Preeminence, PBF, Regional and/or Specialized Accreditation and Institutional and/or Programmatic Rankings) and how will they be mitigated?
- Other items as approved by the Cluster Leader.

Timeline: February 8, 2019 – with review per USF System Policy 10-055 to be completed by May 10, 2019

DRAFT

January 14, 2019



Background Resource Materials for BOT Workshop on USF Consolidation

Contents

Appendix A: CIC Membership List 2

Appendix B: Current Institutional Characteristics for all Three Campuses of USF 5

Appendix C: Preeminence Metrics 7

Appendix D: SACSCOC Requirements 8

Appendix E: Board of Trustees Guiding Principles 11

Appendix F: Draft Tenure and Promotion Guidelines Document 12

Appendix G: Administrative and Academic Structure Proposed by Business Deans for Consideration 14

Appendix H: Planned and existing undergraduate and graduate programs on all three campuses 15

Appendix H1: Programs on the Five-Year Academic Master Plan 15

Appendix H2: Programs in Development as per the Five-Year Academic Master Plan 15

Appendix H3: New Programs 16

Appendix H4: Undergraduate Programs Currently Offered on More Than one Campus ... 17

Appendix H5: Graduate Programs Currently Offered on More Than One Campus 19

Appendix I: Summary of Current Undergraduate and Graduate Fees at USF 20

DRAFT

January 14, 2019

Appendix A: CIC Membership List

Committee Member	Subcommittee
Pritish Mukherjee	CIC co-Chair
Donna Petersen	CIC co-Chair
Padmanabhan Balaji	Business and Finance
Edwin Beauchamp	Business and Finance
Richard Borghesi	Business and Finance
Rob Fischman	Business and Finance
David Lechner	Business and Finance (co-chair)
Deanna Michael	Business and Finance
Dahlia Robinson	Business and Finance
Nicholas Setteducato	Business and Finance
Richard Sobieray	Business and Finance
Sridhar Sundaram	Business and Finance
Nick Trivunovich	Business and Finance (co-chair)
Shawn Ahearn	External Affairs
Ruth Atchley	External Affairs
Haywood Brown	External Affairs
Amy Farrington	External Affairs
Joseph Hice	External Affairs (co-chair)
Morgan Holmes	External Affairs
Virginia Kalil	External Affairs
Mark Koulianos	External Affairs
Helen Levine	External Affairs
Bill McCausland	External Affairs
Lynette Menezes	External Affairs
Patrick Moreo	External Affairs
Deborah Read	External Affairs (co-chair)
Liliana Rodriguez-Campos	External Affairs
Cyndy Sanberg	External Affairs

2

DRAFT

January 14, 2019

Noreen Segrest	External Affairs (co-chair)
Richard Smith	External Affairs
Casey Welch	External Affairs
Lee Williams	External Affairs
Thomas Becker	Faculty Affairs
Tim Boaz	Faculty Affairs
Deni Elliott	Faculty Affairs
James Garey	Faculty Affairs
Michael Gillespie	Faculty Affairs
Paula Knaus	Faculty Affairs
Fawn Ngo	Faculty Affairs (co-chair)
Dwayne Smith	Faculty Affairs (co-chair)
Gregory Teague	Faculty Affairs
Sylvia Thomas	Faculty Affairs
Paul Atchley	General Education & Curricular Alignment (co-chair)
Kyna Betancourt	General Education & Curricular Alignment
David Brodosi	General Education & Curricular Alignment
Teresa Conover	General Education & Curricular Alignment
Cynthia DeLuca	General Education & Curricular Alignment
Sallie Gresham	General Education & Curricular Alignment
Timi Hager	General Education & Curricular Alignment
Robert Knoeppel	General Education & Curricular Alignment
Gretchen Koehler	General Education & Curricular Alignment
Moez Limayem	General Education & Curricular Alignment
Jennifer Lister	General Education & Curricular Alignment
Victoria Rich	General Education & Curricular Alignment
Phillip Wagner	General Education & Curricular Alignment
Allyson Watson	General Education & Curricular Alignment (co-chair)
Pat G. Wilson	General Education & Curricular Alignment
Dipayan Biswas	Research
Don Chambers	Research

DRAFT

January 14, 2019

Robert Deschenes	Research (co-chair)
Paul Kirchman	Research (co-chair)
Randy Larsen	Research
Jody McBrien	Research
Lindsey Rodriguez	Research
Kersuze Simeon-Jones	Research
Melissa Sloan	Research
Thomas Smith	Research
Maya Trotz	Research
Glen Besterfield	Student Success
Rita Debate	Student Success
Serge Desir	Student Success
Allison Dinsmore	Student Success
Paul Dosal	Student Success (co-chair)
Joseph Ford	Student Success
Billie Jo Hamilton	Student Success
Patricia Helton	Student Success (co-chair)
Fai Howard	Student Success
Delroy Hunter	Student Success
Daniel Kelso	Student Success
Brett Kemker	Student Success
Moneer Kheireddine	Student Success
Michael Klene	Student Success
Randolph Malcolm	Student Success
Catherine Mund	Student Success
Shari Schwartz	Student Success
Andrew Telatovich	Student Success

DRAFT

January 14, 2019

Appendix B: Current Institutional Characteristics for all Three Campuses of USF

CHARACTERISTIC	USF Tampa	USF St. Petersburg	USF Sarasota-Manatee
<i>Colleges; Schools</i>	13 Colleges; Several Schools	3 Colleges	4 Colleges; 1 School
<i>Carnegie Classification</i>	Doctoral Universities: Highest Research University	Master's Colleges and Universities: Medium Programs	Master's Colleges and Universities: Medium Programs
<i>Preeminent Research University Designation</i>	Yes	No	No
<i>Bachelor's Degree Programs (79)</i>	72	24	17
<i>Master's / Specialist Degree Programs (105/2)</i>	99 / 2	14	7
<i>Research/Professional Doctoral Programs (44/4)</i>	44 / 4	0	0
<i>UG Student Enrollment (Fall 2018)</i>	31,389	4,102	1,842
<i>Graduate Student Enrollment (Fall 2018)</i>	10,005	529	143
<i>Doctor of Medicine Enrollment (Fall 2018)</i>	718	0	0
<i>Non-degree Seeking Enrollment</i>	1,754	181	92
<i>Total Fall 2018 Student Enrollment</i>	43,866	4,812	2,077
<i>Student Diversity Profile (African American/American Indian/Asian/Hispanic/Native Hawaiian or other Pacific Islander/Two or More Races)</i>	(10.1% / 0.2% / 7.0% / 20.3% / 0.1% / 3.9%)	(7.5% / 0.2% / 3.7% / 17.6% / 0.2% / 3.9%)	(5.6% / 0.3% / 2.6% / 16.9% / 0.0% / 3.0%)
<i>International Student Enrollment (Fall 2018)</i>	4,730 (11%)	36 (1%)	55 (3%)
<i>Fundable IPEDS FTE (2017/18)</i>	35,824	4,213	1,924
<i>Total Degrees Awarded (2017/18)</i>	12,262	1,132	552
<i>Instructional Faculty</i>	1,850	133	85
<i>Research Expenditures (FY 2017)</i>	\$557,889,000	\$8,661,000	\$1,883,000

5

DRAFT

January 14, 2019

<i>Total Operating Budget (2018/19)</i>	\$1,730,132,722	\$77,723,574	\$29,059,037
<i>CHARACTERISTIC</i>	USF Tampa	USF St. Petersburg	USF Sarasota- Manatee
<i>Facilities & Space: Total Square Feet</i>	10,121,440	1,353,043	173,709
<i>Facilities & Space: Total Acreage</i>	1,562	52	32
<i>Undergraduate Headcount (2017/18)</i>	31,385	4,102	1,842
<i>Graduate Headcount (2017/18)</i>	10,724	531	143
<i>Undergraduate Tuition and Fees per Credit Hour (Florida Resident, 2018/19)</i>	\$211.19	\$193.70	\$185.92
<i>Undergraduate Tuition and Fees per Credit Hour (Non-Florida Resident, 2018/19)</i>	\$575.01	\$557.52	\$549.74
<i>Graduate Tuition and Fees per Credit Hour (Florida Resident, 2018/19)</i>	\$431.43	\$425.68	\$417.90
<i>Graduate Tuition and Fees per Credit Hour (Florida Resident, 2018/19)</i>	\$877.17	\$871.42	\$863.64

DRAFT

January 14, 2019

Appendix C: Preeminence Metrics

	Preeminence Criteria	Metric Goal
1	1a. Average GPA 1b. Average SAT Score	1a. Average weighted GPA of 4.0 or higher on a 4.0 scale 1b. Average SAT score of 1200 or higher on a 1600-point scale
2	Public University National Ranking	Top-50 ranking on at least two well-known and highly respected national public university rankings
3	Freshman Retention Rate	90 percent or higher for full-time, first-time-in-college students
4	Four-year Graduation Rate	60 percent or higher for full-time, first-time-in-college students
5	National Academy Memberships	Six or more faculty members who are members of a national academy
6	Science & Engineering Research Expenditures	\$200 million or more
7	Non-Medical Science & Engineering Research Expenditures	\$150 million or more
8	Number of Broad Disciplines Ranked in Top 100 for Research Expenditures	A top-100 university national ranking for research expenditures in five or more science, technology, engineering, or mathematics fields of study
9	Utility Patents Awarded	One hundred or more total patents awarded for the most recent 3-year period
10	Doctoral Degrees Awarded Annually	Four hundred or more doctoral degrees awarded annually, including professional doctoral degrees awarded in medical and health care disciplines
11	Number of Post-Doctoral Appointees	Two hundred or more postdoctoral appointees annually
12	Endowment Size	\$500 million or more

7

DRAFT

January 14, 2019

Appendix D: SACSCOC Requirements

- Authority resides in USF's Board of Trustees and any statutory obligations imposed on the Board of Trustees should be codified in the BOT's Bylaws.
- The name of the new institution will be the University of South Florida and it will have one CEO, who may be called President.
- USF St. Petersburg and USF Sarasota-Manatee can maintain their respective names and their leaders can be called Chancellors.
- The University of South Florida campus in Tampa will be the main campus. USF St. Petersburg and USF Sarasota-Manatee can be designated by SACSCOC as branch campuses or instructional sites.
- None of the campuses can have a separate, unique mission statement. However, USF's BOT may want to create one new mission statement for the consolidated institution that specifies the uniqueness of each campus.
- Authority resides in the University of South Florida's Board of Trustees. Campus Boards can be advisory only.
- If the consolidated institution's governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines that authority and control for the following areas within its governance structure: (a) institution's mission, (b) fiscal stability of the institution, and (c) institutional policy.
- There must be one general education program for the new USF institution.
- The consolidated institution will develop one Quality Enhancement Plan (QEP) for Reaffirmation of Accreditation in 2025.
- There can only be one College of the same field of study (e.g. Business, Education, Engineering).
- Programs must roll up to a single College with a clear administrative structure and reporting lines.
- Curricula for the same degree (e.g. BS in Accounting) must be the same regardless of campus location.
- Cannot have different programs of study for the same major (e.g. BS in Accounting) on each campus.
- The student learning outcomes for the same major and same degree are expected to be the same.
- All students must have equal access to all student services.
- The student conduct and grievances processes must be consistent and the institution must demonstrate that it follows established procedures when resolving student complaints. It must maintain a record of student complaints that can be accessed upon request by SACSCOC.
- Prospective students must hear a clear and consistent message from Recruitment and Admissions.
- The consolidated institution must have one set of tenure and promotion guidelines (including faculty workload and expected research contribution). The only exception that can be made is for faculty in a Medical School. Tenure and promotion criteria can differ by academic discipline, however, faculty from the same discipline must be evaluated using the same criteria.
- The faculty governance structure must be aligned to ensure faculty control of the curriculum.
- All policies and regulations must be reviewed and updated as needed to ensure that they accurately represent the programs, procedures, and services of the consolidated institution.

8

DRAFT

January 14, 2019

SACSCOC Prospectus Requirements

- The consolidation prospectus should clearly describe organizational structure
- The consolidation prospectus should clearly describe lines of communication from campuses to the Board of Trustees and the President
- The consolidation prospectus should clearly describe lines of responsibility and authority
- The consolidation prospectus should clearly describe current status and future plans of Quality Enhancement Plans (QEPs)
- The consolidation prospectus should clearly describe any pending SACSCOC substantive change proposals
- The consolidation prospectus must include, for each separately accredited institution, separate financial audit reports and management letters for the two most recent fiscal years, and the most recent financial aid audit.
- The consolidation prospectus must provide evidence that the consolidation has been incorporated into the institution's ongoing planning and evaluation processes and explain how consolidation has or will affect the institution's strategic planning, including the development of campus master plans.
- The consolidation prospectus must describe how the consolidated institution will assess overall institutional effectiveness and the means used to monitor and ensure the quality of changes, including those resulting from consolidation.
- The consolidation prospectus must summarize procedures for systematic evaluation of instructional results, including the processes for monitoring and evaluating programs and using the results of evaluation to improve instructional programs, services and operations.
- The consolidation prospectus must describe any differences in administrative oversight of programs or services.
- The consolidation prospectus must provide evidence that the number of full time faculty members in each educational program is adequate to ensure curriculum and program quality, integrity, and review and describe the impact of consolidation on faculty and faculty workload.
- The consolidation prospectus must document adequate library and learning resources for each program offered on each campus.
- The consolidation prospectus must provide a description of student support programs, services, and activities in place to support consolidation and in general on each campus.
- The consolidation prospectus must assess the impact that consolidation will have on physical resources, facilities, and equipment and document the adequacy of facilities and equipment to support consolidation (including expansion of academic programs to additional campuses).
- The consolidation prospectus must include a business plan that includes a description of financial resources to support consolidation; a budget for the first year that is preceded by sound planning and is approved by the governing board; projected revenues and expenditures and cash flow; the amount of resources going to institutions or organizations for contractual support services; and a contingency plan in case expected resources do not materialize or costs exceed projections.
- The consolidation prospectus must provide a comprehensive list of all instructional locations and for each degree, diploma, or certificate program that a student might be able to work toward at each location, the percentage of credit hours required for that program that a motivated student might be able to complete at that location.

9

DRAFT

January 14, 2019

- The consolidation prospectus must describe how consolidation affects current foundations and any new foundations that might be established.
- The consolidation prospectus should include a list of peer institutions for the consolidated institution.

DRAFT

DRAFT

January 14, 2019

Appendix E: Board of Trustees Guiding Principles

- Strengthen USF’s stature as a Preeminent Research University with national and global prominence;
- Embrace a model of “One University Geographically Distributed” while preserving campus identity – guided by a transparent and collaborative process;
- Commit to “Students First”, through expanding access and raising educational attainment while continuing USF’s national best practice of student success and diversity;
- Establish a clear, simple and unified leadership structure by aligning accountability with authority and valuing shared governance through engaging students, faculty and staff on all campuses;
- Assure consistency of high impact research across the university through establishing centers and programs of academic excellence on each campus;
- Enhance regional economic development while avoiding unwarranted duplication of academic programs, and
- Maximize performance, service quality and operational efficiencies through optimizing the utilization of faculty talent and technology across the University.

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DRAFT

January 14, 2019

[Appendix F: Draft Tenure and Promotion Guidelines Document](#)**Proposed Recommendation for Tenure & Promotion upon USF Consolidation**

The *Florida Excellence in Higher Education Act of 2018* has mandated that the University of South Florida (USF) System, currently comprised of separately accredited institutions in Tampa, Sarasota-Manatee, and St. Petersburg, be consolidated into a singularly accredited university that meets all conditions commensurate with the Preeminent status accorded USF Tampa by the State University System of Florida Board of Governors in June 2018. As per this legislation, the consolidation must be completed as of July 1, 2020.

This proposed recommendation assumes that the tenure criteria to be utilized upon consolidation will be appropriate to individuals employed at an institution classified in the Carnegie Classification of Institutions of Higher Learning as *R1: Doctoral Universities – Highest Research Activity*, and, as per the aforementioned legislation, holds Preeminent status in the State University System. As per the prevailing legislation, the consolidated institution sustaining, indeed enhancing, this status is a non-negotiable requirement, and the recommendation that follows is in keeping with USF Board of Trustees *Guiding Principles for USF Consolidation* which lists “Strengthen USF’s stature as a Preeminent Research University with national and global prominence” as its first principle. Thus, any ensuing tenure standards in the consolidated university must reflect that principle. For ease of understanding, the references that follow will cite these standards as “USF criteria,” implying a single set of guidelines and criteria applicable to all USF faculty seeking tenure and/or promotion. For purposes of this recommendation, it is assumed that a tenure process will be specified in the Board of Trustees’ consolidation plan to be issued in Spring 2019, and in order to conform to Article 15.4 of the *University of South Florida – United Faculty of Florida Collective Bargaining Agreement (CBA)*, will be applicable in Spring 2020.

Given that faculty hired at USF - Sarasota-Manatee and USF - St. Petersburg have not been employed at institutions classified as *R1: Doctoral Universities – Highest Research Activity*, it is recommended that most tenure-track faculty there (with some exceptions as noted below) be given an extension of their tenure clocks, if they desire, before being considered for tenure beginning in Fall 2020. That, and other provisions, are taken into account in the following recommendations.

1. In Spring 2019, an *ad hoc* committee of faculty and administrative representatives from all three campuses should be formed to revise and consolidate existing campus tenure guidelines documents into a single university guidelines document that is in accordance with the newly consolidated institution. The committee’s work should be completed before the end of the Spring 2019 semester.
2. In the case of tenure-earning faculty presently at USF - Sarasota-Manatee and USF - St. Petersburg whose tenure-earning appointment began in the 2013-14 or 2014-15 academic year, the tenure and/or promotion criteria of their current home institution shall be applied if the case is to be completed before June 30, 2020, unless exceptions to the tenure clock period have been approved.
3. USF Sarasota-Manatee and USF St. Petersburg faculty whose tenure earning positions began in the 2015-16 academic year will be the first faculty cohort to be considered for tenure at the newly consolidated University of South Florida in Fall 2020. Because they will have three years of service prior to a change in standards (assuming a Spring 2019 implementation of tenure guidelines), as per Article 15.4 of the CBA, these faculty may elect to be considered under USF criteria or the tenure standards in existence at the regional institution of their employment prior to consolidation. It is recognized that this will result in one academic year where faculty in the same units may be considered under different tenure standards. While this has some potential negative consequences, this condition is necessary in order to comply with the cited provision of the CBA.

12

DRAFT

January 14, 2019

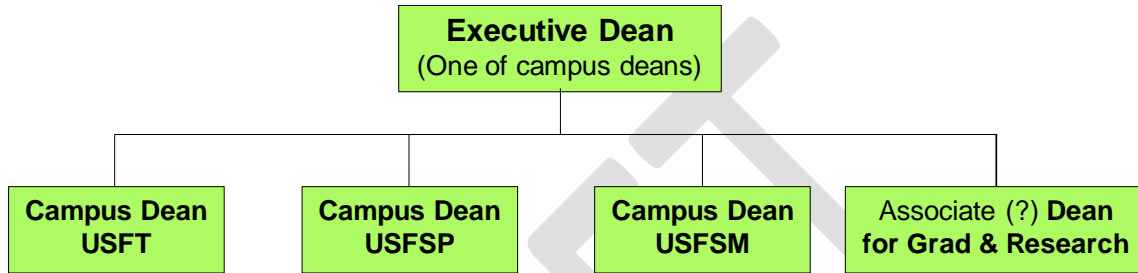
4. In the case of tenure-earning faculty at the USF - Sarasota-Manatee and USF - St. Petersburg whose tenure earning employment began with the 2018-19 academic year, USF criteria will be applied.
5. In the case of USF - Sarasota-Manatee and USF - St. Petersburg faculty whose tenure earning appointment began in the 2016-2017 or 2017-2018 academic years, USF criteria will be applied, but both will be given the opportunity to delay their mid-tenure reviews by **one year** and tenure applications by **two years** and **one year** respectively. It is understood that these extensions will require approval of the United Faculty of Florida. Absent that approval, the extensions will not be granted.
6. In all of the cases covered by item 5, tenure earning faculty will automatically have their tenure clocks extended. However, none of these faculty are required to extend their mid-tenure or tenure clocks, and may be considered for tenure during their regularly scheduled period if they so choose by giving notice one month prior to the submission date required by the unit that will be their tenure home.
7. USF - Sarasota-Manatee and USF - St. Petersburg faculty who were hired with years of credit toward tenure may extend their mid-tenure review and/or tenure clocks by utilizing the provisions specified in Article 15.6.c of the CBA or through the provisions shown above. Both provisions **may not** be utilized.
8. Because there are no time-specified deadlines for faculty being considered for promotion to Full Professor, the provisions above apply only to faculty being considered for tenure. USF criteria will apply to all faculty being considered for promotion to Full Professor after July 1, 2020.
9. As per the CBA (Article 9.3.D), “each employee shall be given assignments which provide equitable opportunities, in relation to other employees in the same department/unit, to meet the required criteria for promotion, tenure, successive fixed multi-year appointments, and merit salary increases.” If equitable resources for scholarship are not available to the employee because of inherent limitations of the principal place of employment, then resource availability is to be considered when conducting annual performance reviews and evaluating tenure and promotion applications.
10. Faculty with the rank of Instructor will also be evaluated by a single set of career promotion guidelines upon consolidation as of July 1, 2020, as will other non-tenure track positions with career promotion pathways.
11. Tenure-track faculty currently employed at all three campuses who elect not to pursue the research expectations of a *RI: Doctoral Universities – Highest Research Activity* have the option to request conversion of their lines to those of non-tenure track Instructors prior to their tenure decision. This request is subject to approval of their department/unit and other appropriate upper administrative units. Appointment to Instructor will not be made following a tenure denial.
12. Related to item 11, it is recommended that the University establish a renaming of non-tenure track positions that are dedicated to teaching (i.e., the current Instructor rank), and that those titles more clearly denote promotions within that rank.

DRAFT

January 14, 2019

Appendix G: Administrative and Academic Structure Proposed by Business Deans for Consideration

MCOB – Post consolidation structure Leadership Structure



MCOB – Post consolidation structure Key programs – home locations

Tampa

- Lynn Pippenger School of Accountancy
 - ⇒ Accounting
- School of Management & Business Analytics
 - ⇒ BAIS
 - ⇒ Management
 - ⇒ Management Science
- School of Marketing & Innovation
 - ⇒ Marketing Management
 - ⇒ Supply Chain Management
 - ⇒ Entrepreneurial studies
 - ⇒ Vinik Sports & Entertainment

St. Petersburg

- Kate Tiedemann School of Business
 - ⇒ Finance
 - ⇒ Real Estate
 - ⇒ Business Economics
 - ⇒ Financial Planning & Services

Sarasota-Manatee

- School of Risk Management, Insurance, & Security
 - ⇒ Risk Management & Insurance
 - ⇒ Information Assurance & Security Risk Management (currently called Cybersecurity)
- School of Hospitality & Tourism Leadership
 - ⇒ Hospitality Management

DRAFT

January 14, 2019

Appendix H: Planned and existing undergraduate and graduate programs on all three campuses
Appendix H1: Programs on the Five-Year Academic Master Plan

Campus	CIP	CIP TITLE	REG LEVEL
USFSM	011001	Food Science	B
USFSM	030201	Natural Resources Management and Policy	B
USFT	090702	Digital Communication & Media/Multimedia	R
USFT	270399	Applied Mathematics, Other	M
USFT	500499	Design	B
USFT	512099	Pharmacy, Pharmaceutical Sciences, and Administration, Other	R
USFT	512306	Occupational Therapy/Therapist	R
USFT	512307	Orthotist/Prosthetics	M
USFT	520804	Financial Planning and Services	M
USFT	521301	Management Science	M

Appendix H2: Programs in Development as per the Five-Year Academic Master Plan

Campus	CIP	CIP TITLE	REG LEVEL
USFSM	302001	International/Global Studies	B
USFSM	521301	Management Science	B
USFSP	131205	Secondary Education and Teaching	M
USFSP	303301	Sustainability Studies	B
USFSP	400509	Environmental Chemistry	B
USFT	110104	Informatics	R
USFT	111003	Computer and IS Security/Information Assurance (Cybersecurity)	B
USFT	140501	Bioengineering and Biomedical Engineering	B
USFT	511505	Marriage and Family Therapy/Counseling	M
USFT	520203	Logistics, Materials & Supply Chain Management	B
USFT	520203	Logistics, Materials & Supply Chain Management	M
USFT	520804	Financial Planning and Services	B

15

Background Resource Materials for USF BOT Workshop on Consolidation

DRAFT

January 14, 2019

Appendix H3: New Programs

Campus	CIP	CIP TITLE	REG LEVEL
USFT	090900	Public Relations, Advertising, and Applied Communication	B
USFT	090903	Advertising	M
USFT	130501	Learning Design & Technology (Instructional Technology) ¹	M
USFSP	270304	Computational and Applied Mathematics	B
USFSM	521701	Insurance (Risk Management)	B

DRAFT

DRAFT

January 14, 2019

Appendix H4: Undergraduate Programs Currently Offered on More Than one Campus

Campus	CIP	CIP TITLE	REG LEVEL
USFT	030104	Environmental Science	B
USFSP	030104	Environmental Science	B
USFT	090102	Mass Communication/Media Studies	B
USFSP	090102	Mass Communication/Media Studies (FUSE) ²	B
USFT	110103	Information Technology (Information Studies) ¹	B
USFT	110103	Information Technology (Engineering; FUSE)	B
USFSM	110103	Information Technology (FUSE)	B
USFT	131202	Elementary Education and Teaching (FUSE)	B
USFSM	131202	Elementary Education and Teaching (FUSE)	B
USFT	160101	Foreign Languages & Literature, General (World Languages & Cultures)	B
USFSP	160101	Foreign Languages & Literature, General	B
USFT	230101	English Language and Literature, General (FUSE) ²	B
USFSP	230101	English Language and Literature, General	B
USFSM	230101	English Language and Literature, General (FUSE) ²	B
USFT	240102	General Studies ¹	B
USFSM	240102	General Studies ¹	B
USFT	260101	Biology/Biological Sciences, General (FUSE)	B
USFSP	260101	Biology/Biological Sciences, General (FUSE) ²	B
USFSM	260101	Biology/Biological Sciences, General (FUSE)	B
USFT	420101	Psychology, General (FUSE)	B
USFSP	420101	Psychology, General (FUSE)	B
USFSM	420101	Psychology, General (FUSE)	B
USFT	450101	Social Sciences, General (Interdisciplinary Social Science)	B
USFSP	450101	Social Sciences, General (Interdisciplinary Social Science) (FUSE) ²	B
USFSM	450101	Social Sciences, General (Interdisciplinary Social Science) (FUSE) ^{1,2}	B
USFT	450201	Anthropology	B
USFSP	450201	Anthropology (FUSE)	B
USFT	450401	Criminology (FUSE)	B
USFSP	450401	Criminology (FUSE)	B
USFSM	450401	Criminology (FUSE)	B

17

DRAFT

January 14, 2019

Campus	CIP	CIP TITLE	REG LEVEL
USFT	450601	Economics, General	B
USFSP	450601	Economics, General (FUSE)	B
USFT	450701	Geography	B
USFSP	450701	Geography	B
USFT	451001	Political Science and Government, General	B
USFSP	451001	Political Science and Government, General (FUSE)	B
USFT	510000	Health Services/ Allied Health/ Health Sciences, General (FUSE) ²	B
USFSP	510000	Health Services/ Allied Health/ Health Sciences, General (FUSE)	B
USFT	520101	Business/ Commerce, General	B
USFSM	520101	Business/ Commerce, General	B
USFT	520201	Business Administration and Management, General	B
USFSP	520201	Business Administration and Management, General	B
USFSM	520201	Business Administration and Management, General (FUSE) ²	B
USFT	520301	Accounting (FUSE)	B
USFSP	520301	Accounting (FUSE)	B
USFSM	520301	Accounting (FUSE)	B
USFT	520801	Finance, General (FUSE) ²	B
USFSP	520801	Finance, General (FUSE) ²	B
USFSM	520801	Finance, General (FUSE)	B
USFT	521101	International Business/Trade/Commerce	B
USFSP	521101	International Business/Trade/Commerce	B
USFT	521401	Marketing/Marketing Management, General (FUSE) ²	B
USFSP	521401	Marketing/Marketing Management, General (FUSE)	B
USFSM	521401	Marketing/Marketing Management, General (FUSE)	B
USFT	540101	History, General	B
USFSP	540101	History, General (FUSE)	B
USFSM	540101	History, General (FUSE)	B

DRAFT

January 14, 2019

Appendix H5: Graduate Programs Currently Offered on More Than One Campus

Campus	CIP	CIP TITLE	REG LEVEL
USFT	030104	Environmental Science	M
USFSP	030104	Environmental Science	M
USFT	130401	Education Administration/Leadership, General	M
USFSP	130401	Education Administration/Leadership, General	M
USFSM	130401	Education Administration/Leadership, General	M
USFT	131001	Special Education and Teaching, General	M
USFSP	131001	Special Education and Teaching, General	M
USFT	131202	Elementary Education and Teaching	M
USFSP	131202	Elementary Education and Teaching	M
USFSM	131202	Elementary Education and Teaching	M
USFT	131305	English/Language Arts Teacher Education	M
USFSP	131305	English/Language Arts Teacher Education	M
USFSM	131305	English/Language Arts Teacher Education	M
USFT	131315	Reading Teacher Education	M
USFSP	131315	Reading Teacher Education	M
USFT	240101	Liberal Arts and Sciences/Liberal Studies	M
USFSP	240101	Liberal Arts and Sciences/Liberal Studies	M
USFT	420101	Psychology, General	M
USFSP	420101	Psychology, General	M
USFT	430103	Criminal Justice/Law Enforcement Administration	M
USFSM	430103	Criminal Justice/Law Enforcement Administration	M
USFT	520201	Business Administration and Management, General ¹	M
USFSP	520201	Business Administration and Management, General ¹	M
USFSM	520201	Business Administration and Management, General	M
USFT	520301	Accounting	M
USFSP	520301	Accounting	M

DRAFT

January 14, 2019

Appendix I: Summary of Current Undergraduate and Graduate Fees at USF

Rate Basis	Fee	USF		
		USF Tampa	USF St. Petersburg	Sarasota-Manatee
per SCH	Activity & Service	\$ 12.08	\$ 25.63	\$ 20.19
	Health	\$ 9.94	\$ 4.90	\$ 4.03
	Athletic	\$ 14.46	\$ 2.45	\$ 4.23
	Transportation Access	\$ 3.00	\$ 2.25	n/a
	Technology Fee	\$ 5.25	\$ 5.25	\$ 5.25
	Capital Improvement	\$ 6.76	\$ 6.76	\$ 6.76
	Financial Aid - In-State	\$ 5.25	\$ 5.25	\$ 5.25
	Financial Aid - Out Of State	\$ 22.57	\$ 22.57	\$ 22.57
	Green Fee	\$ 1.00	\$ 1.00	n/a
	Marshall Ctr	\$ 1.50	n/a	n/a
	In State Sub-Total		\$ 59.24	\$ 53.49
Out Of State Sub-Total		\$ 76.56	\$ 70.81	\$ 63.03

Rate Basis	Fee	USF		
		USF Tampa	USF St. Petersburg	Sarasota-Manatee
per SCH	Activity & Service	\$ 12.08	\$ 25.63	\$ 20.19
	Health	\$ 9.94	\$ 4.90	\$ 4.03
	Athletic	\$ 14.46	\$ 2.45	\$ 4.23
	Transportation Access	\$ 3.00	\$ 2.25	n/a
	Technology Fee*	\$ 17.39	\$ 17.39	\$ 17.39
	Capital Improvement	\$ 6.76	\$ 6.76	\$ 6.76
	Financial Aid - In-State	\$ 17.39	\$ 17.39	\$ 17.39
	Financial Aid - Out Of State	\$ 38.61	\$ 38.61	\$ 38.61
	Green Fee	\$ 1.00	\$ 1.00	n/a
	Marshall Ctr	\$ 1.50	n/a	n/a
	In State Sub-Total		\$ 83.52	\$ 77.77
Out Of State Sub-Total		\$ 104.74	\$ 98.99	\$ 91.21

*Technology Fee for Professional Programs in Business, Engineering and Nursing-CRNA programs is higher